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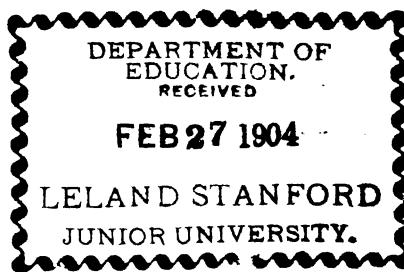
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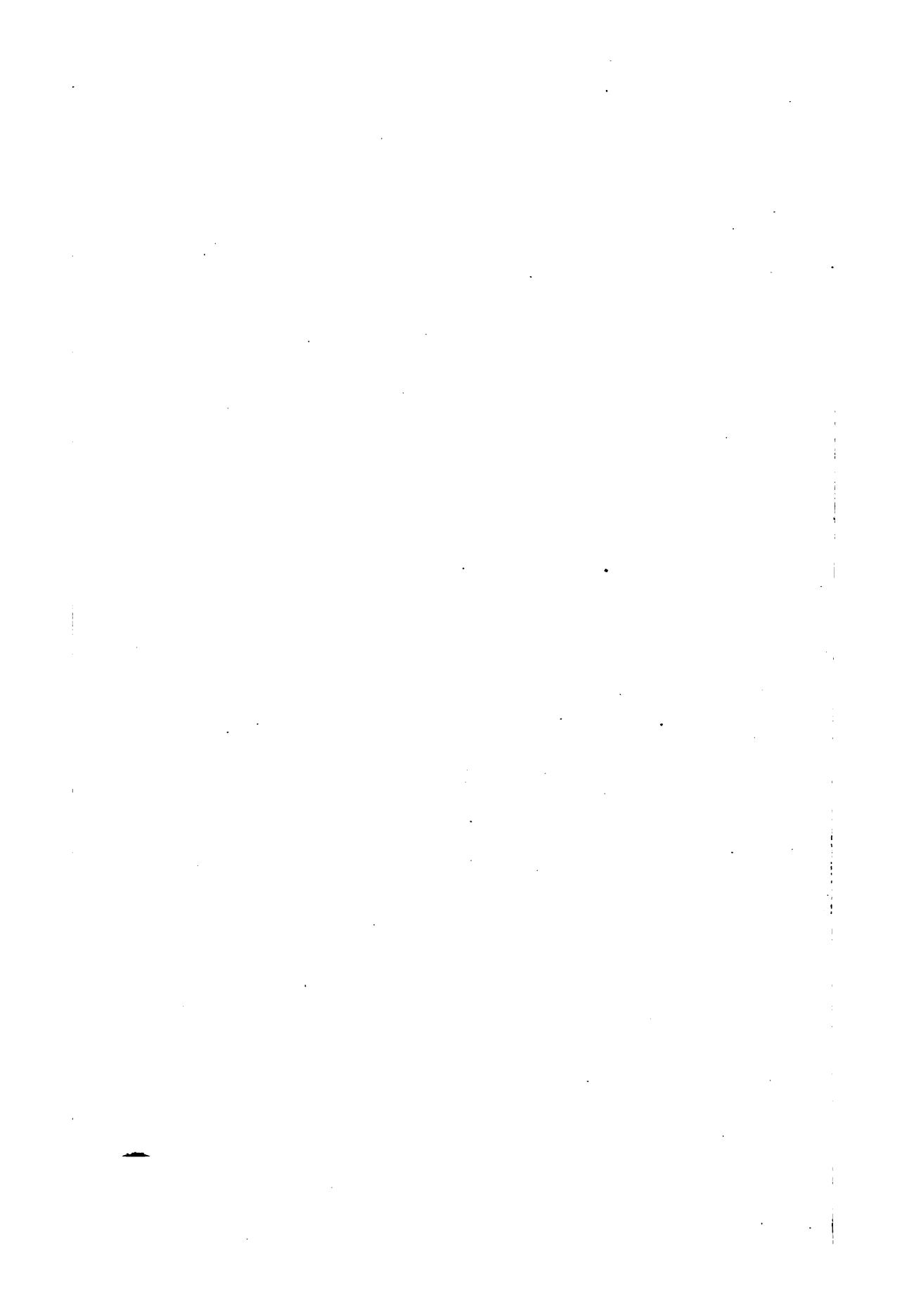
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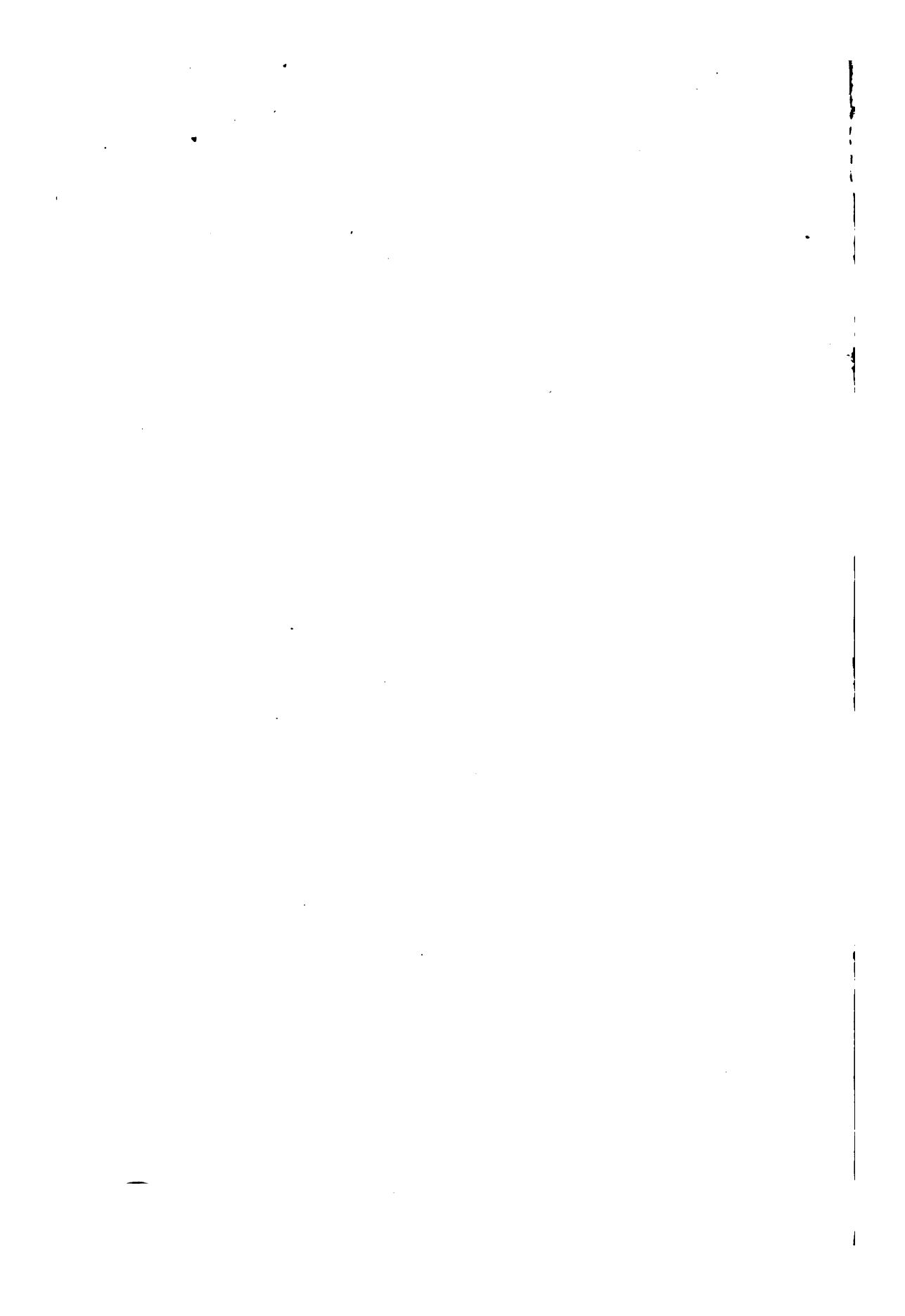
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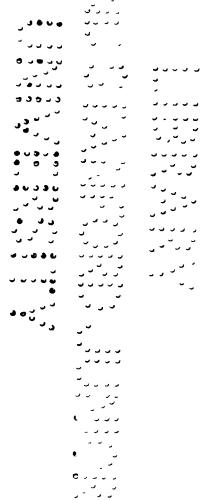
TENNESSEE SCHOOL FOR THE BLIND.

HISTORY AND PROSPECTUS

TENNESSEE SCHOOL FOR THE BLIND

BY J. V. ARMSTRONG
SUPERINTENDENT

*WITH AN INTRODUCTION
ON BEHALF OF THE BOARD OF TRUSTEES
BY HERMAN JUSTI*



NASHVILLE, 1898



PROF. J. V. ARMSTRONG,
Superintendent.

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Introduction.

This introduction to the History and Prospectus of the Tennessee School for the Blind may contain little that is not found in the body of the work, and the most that its author hopes for it is that it may serve to direct attention to the wise observations of Professor Armstrong and to the data which he presents. If it should help to secure for Professor Armstrong's able presentation of a most interesting subject the attention and sympathy of thoughtful people, the motive that inspired it will have been fully satisfied.

Its records show how, from a small beginning, the Tennessee School for the Blind has grown to vast proportions. Its history illustrates what such a beginning, inaugurated by one who was bereft of sight but who inspired his cause, may become in time, by intelligent, unselfish, and continuous attention, and by the generous support of public-spirited citizens and of the law-makers of a great State as well. Much more might have been done with more ample means at the disposal of the Trustees and the Superintendents, but all this can be made good by more generous aid from the State Legislature in the future. The intelligent citizens of Tennessee, no less than the law-makers of the State, will read with profit and satisfaction the contents of this volume, and, having read it with the care and attention it deserves, they will give to an institution which has done so much in the past for a sadly afflicted class of our fellow beings the means with which to accomplish even greater results in the future. Let this volume, prepared with so much care, displaying so much thought and study, and presenting an array of facts and figures of such engaging interest as to make the reader forget almost that this is not a work of fiction, find its way silently into every heart and home in Tennessee. And let it be remembered that Professor Armstrong, Superintendent of the School for the Blind, who is himself deprived of the blessing of sight, but, in default of which, he uses his other faculties to the best

advantage, is the author of this interesting volume, and that his heart and mind are in the noble work to which he has devoted the best portion of a long and honorable life.

The reader of the succeeding pages can not fail to be impressed by one remarkable and gratifying fact, viz., that charity, like science and mechanics, has experienced a remarkable advance in the last quarter of a century; and, also, that no class, among the many dependent or defective classes, has made such rapid strides to independence of charitable assistance as the blind people of the United States. There was a time when the blind were regarded and treated as mendicants; when, in Europe they begged at the church-doors, while in the United States they went from house to house seeking alms. The evolution from mendicancy to self-support was not made at a single bound, but by slow stages. At any rate, the asylum was made an abode for the blind after the blind ceased to be mendicants and long before they had solved the problem of self-help. There is no nobler charity than that which leads a dependent class to independence of want by qualifying them for positions in which they can earn an adequate and honorable support. By this process they become free men and free women. Having, then, clearly shown their ability to support themselves, the blind have the same right to education that their more fortunate fellows with sight enjoy. The schools, therefore, for the blind should not be overlooked; for they not only give an education to their inmates, but they open a sure and safe way to self-supporting employment.

The State displays great wisdom and exercises a wise economy in fostering such an institution; for, did it not do this in the manner already described, the eight hundred blind people of Tennessee would become a charge upon the community to support, which would entail an annual expense upon the State of not less than forty thousand dollars. The Tennessee School for the Blind not only saves the State from this considerable outlay, but it makes of this community of the blind people of Tennessee a producing class, and a factor, therefore, in our national prosperity. The management of the Tennessee School for the Blind has always kept in close touch with those who have gone out from its walls into the great busy world, and the remarkable fact is on record that every graduate of this institution has earned a livelihood, either in whole or in part, and that

all of them are respected members of the communities in which they live.

All of these various and interesting facts serve to show conclusively the intelligence and care of the management of this institution through a long series of years, and it must also be plain that nowhere else are body, intellect, and heart subject to better influences or more tender and sympathetic treatment. This great institution has, as a rule, been singularly fortunate in having at its head capable men in the position of Superintendent, but, as at no time in its history has it been more prosperous than during the past year, it may be safely said that the Superintendent now in charge, Prof. J. V. Armstrong, was a happy choice, upon which the Board of Trustees felicitates itself.

An institution with such a record, and one which promises such benefits in the future, will not appeal in vain for support to the people and Legislature of Tennessee, or for patronage to the families in which there are those who are deprived of sight. These unfortunate ones need not on that account be denied the inestimable blessing of an education that will pave the way to positions that not only insure immunity from want, but give promise of influence and honor in the State and in the nation.



TENNESSEE STATE CAPITOL.

Address by the Superintendent.

To the Honorable Board of Trustees, Tennessee School for the Blind:

GENTLEMEN:—I have been requested by some of the members of your Board, and by many friends of the school, to embody in my annual report a paper treating of the education of the blind, showing when and where and by whom the attempt was first made; and also the practical benefits, if any, resulting from this education. I shall endeavor to comply with their request.

The blind, the deaf and dumb, the insane, and the idiot are technically termed defectives, and are spoken of as the defective classes. According to the census of 1890, their number in this country reached five hundred thousand. As the world advances in civilization and knowledge, it would seem that the number of these unfortunates should decrease; but, on the contrary, their number year by year becomes greater. I will mention a few facts that have not been noticed, so far as I am aware, by any writer on the subject, and that will, I think, in part explain this increase. I will consider the origin, growth, and development of schools and institutions that have been established throughout christendom by enlightened and liberal governments for the amelioration, comfort, and improvement of the defective classes. The large number of persons who have been added in recent years to these unfortunates, notwithstanding the great strides that have been made in pathology and surgery, has caused scientists, statesmen, and thinking men of every class to give this subject earnest and patient thought, hoping to discover some remedy to prevent or, at least, to lessen this growing evil.

Formerly the lot of the poor was hard indeed. Their houses were huts or hovels, badly constructed, with chimneys that always smoked; with poor and scanty food; with insufficient clothing, and all, or nearly all, barefooted, and the commonest necessities of to-day beyond the reach of all except the well-to-do. The wealthy squire or farmer had a little sugar and tea and wheat-bread at rare intervals; but the poor had none of these.

The doctor was too remote to help them in sickness, and the doctrine of the "survival of the fittest" prevailed—the robust and strong lived; the sickly and delicate died. But now it is otherwise. The houses of the poor are comfortable; their food is comparatively abundant and well-prepared; their clothing is sufficient for their needs, and all are shod; the doctor is near at hand with his intelligence and skill, and the lives of the sick and diseased are prolonged. Their progeny are inheritors of all their weaknesses, and add greatly to the number of the helpless.



REV. DR. J. T. EDGAR, DECEASED.

Until sixty years ago most of the immigrants to this country were from Great Britain and Ireland. They possessed energy, pluck, and enterprise (always characteristic of the Anglo-Saxon), and were an acceptable accession to our population. They came from the middle class. The rich did not need to come; and the poor could not come, for wages paid to laborers were only from twelve to twenty-four cents per day (skilled labor nearly twice as much). Upon this they had to live, and it would take years of the most rigid economy to save

sufficient money to pay their passage to America. The voyage then occupied from five to ten weeks, and cost three or four times as much as it does now. If, however, one of a family desired to try his fortune in the New World, he was one above his fellows—possessed of energy, health, and strength. The family, and sometimes the community, contributed to bear the expense, hoping that one of their kindred might make his fortune, and thereby they themselves be benefited. They were not often disappointed.

About this time the trouble of 1848 began with the Chartists

in England, famine in Ireland, revolutions in France, Hungary, and Prussia, and upheavals and unrest everywhere; and the never-ending, relentless conflict between the weak and the powerful was waged with increased ferocity. Europe's toiling millions felt the bitter and hopeless struggle with want and poverty; saw all the pursuits and avocations of life filled to overflowing. Where work was found for a few, hundreds clamored for employment. Bread was not to be had; the military service was odious; life was unendurable; and the only escape from these was emigration.

America was their star of hope, and hither they came by the hundred thousands. Then California unbosomed its hidden treasures to the gaze of day, and the Eldorado dreamed of by early adventurers was found. Reports of its fabulous wealth fired the world. Fleets crossed the Atlantic bearing bold, daring, enterprising men, and also the other sort—the scum and dross of society. Philanthropic associations were organized in almost every country of Europe to promote emigration.

Governments openly or

secretly encouraged the movement; they wished to be rid of the unemployed, for idle and hungry men were dangerous, and, in their cities, caused congestion; and congestion, revolution. They were sent here by the millions; paupers and criminals followed; and the evil became so intolerable that our government was forced to enact laws for its prevention and correction.

The next impetus to immigration was given by our civil war. Large bounties and pensions were offered, which attracted the soldier of fortune. But the great advance in wages and the certainty of employment brought thousands from every country



REV. R. B. C. HOWELL, DECEASED.

of Europe. The socialist and anarchist came with them, and these men to-day dominate many of the cities of the East and West. I will cite just one instance of the trend of our moral and social life: "Nearly four hundred thousand dollars a day go into the saloons of Greater New York, or one hundred and thirty-four million dollars a year. Carroll D. Wright, the government statistician, says that ten thousand people starve to death in that city annually."

The South is too remote from the tide of immigration to have

experienced much disturbance from this source. It offered no attraction to the common laborer, for the ground was already fully occupied by the negroes. The farm and the plantation were especially their home. They knew little or nothing about the workshop, but performed all kinds of manual labor. They were tractable, docile, and good humored; were treated with kindness and consideration by their owners, and responded to this treatment by faithfulness and loyalty. The South was an agricultural

country; there was little

attention paid to manufactures; wealth was more equally distributed here than elsewhere; there were but very few rich men, and fewer paupers. The skilled mechanics and professional men of all kinds found speedy and lucrative employment. People came from all parts of our own country and Europe, and were always welcomed; but they came in such numbers that they were readily absorbed and Americanized. Such has been our comparative isolation that more than one eminent scientist has asserted that the highest and purest type of the Anglo-Saxon on the continent was found in the South; and, according to



REV. J. T. WHEAT, DECEASED.

indisputable medical authority, a larger per cent of the Southern soldiers recovered from wounds received in battle than of any other people in modern times.

Wherever we find two races coëxistent, one servile and the other dominant, the dominant race will occupy a more exalted position in the scale of civilization than it would under other conditions. The intellect and all manly virtues and graces are more highly developed; and poetry, oratory, music, and all that pertains to refinement and æstheticism are assiduously cultivated. The South still retains its purity and its high character for integrity, notwithstanding the great shock its social state endured by the complete revolution of her labor system. And yet we have in our midst a large and increasing number of the defective classes. Aside from accidents, there are other causes that greatly aid in this increase, and apply with equal force to all sections of the country. I will mention a few of them. In 1790 the population of the United States was three million nine hundred and twenty-nine thousand two



DR. A. L. P. GREEN, DECEASED.

hundred and fourteen (3,929,214). The population of cities, or the urban population, was one hundred and thirty-one thousand four hundred and seventy-five (131,475); the per cent being 3.35 of the total population. In 1890 the population of the United States was sixty-two million six hundred and twenty-two thousand two hundred and fifty (62,622,250). The population of the cities, or the urban population, was eighteen million two hundred and eighty-four thousand three hundred and eighty-five (18,284,385); the per cent being 29.20. It will be seen that the proportion of the urban population has gradually increased during the past

century from 3.35 to 29.20 per cent, or from one-thirtieth ($\frac{1}{30}$) up to nearly one-third ($\frac{1}{3}$) of the total population.

People naturally gravitate to the place where high wages and cheap living are offered. The phenomenal growth of cities in our time attests this. It has been said that London in two generations would be depopulated were it not for the great armies of recruits it constantly receives from the country; and so great has been this movement that many districts have not hands enough to till the soil. Our civilization, the grandest the world

has ever seen, has not cultivated nor encouraged contentment. On the contrary, it has intensified the hatred mankind has always felt for drudgery and poverty. Everywhere men are wide awake and alert. Their minds have been broadened by education; they have learned that the world is much smaller than it used to be, and that the railroad and the telegraph have, as it were, annihilated time and space. They have known men as poor as themselves who, by their own unaided efforts, have achieved fame and fortune; and they also know where

the great enterprises that astonish our age are planned, and by whom executed. They feel within themselves capabilities that only need opportunity to give them also success and affluence. They leave the green fields, the bright skies, and the pure air of the country, with all its poetry, for the smoke and grime and vices of the city. The family, in time, follows, and the real struggle of life begins. How few succeed, and how many fail! And failure means a broken spirit and destitution.

The mad race for riches, the sudden accumulation of wealth, the sharp competition in every line of business, and the restless



C. W. NANCE, DECEASED.

activity of the masses all tend to impair or destroy the nerve centers. Added to this, consanguineous and other objectionable marriages, intemperance, filth, and ignorance, with all their baleful accompaniments, are sufficient, in my estimation, to produce this increase. The church and the school must come to our aid. When men are made acquainted with the laws of health, and are taught what evils and temptations to avoid, and that we must practice right living and contentment, we can then expect a change, but not until then.

The Defective Classes

IDIOTS.

Idiocy, or mental imbecility, is one of the greatest afflictions that can befall man. It is a dire calamity from which there is no escape. There are several degrees of idiocy, the lowest form being that in which the faintest gleam of intellect is scarcely discernible and the animal instincts are wanting almost entirely. The idiot of this class feels hunger, thirst, cold and heat, and may be able to show this feeling in some way, but that is all.

The mind is a complete blank. Idiocy has been defined as a prolonged infancy; an arrested mental development; a faulty organization of the brain. There is congenital idiocy and idiocy from disease in childhood. Cretism is irregular development. Fatuity in adults is the result of disease of or injury to the brain. Idiocy has existed in all nations and countries. Idiots who inherited property were protected by law among the Greeks and Romans, but there was no provision made for those who were poor. The idiot is not the product of barbarism nor civilization; he has been present in the human race through all its develop-



W. F. BANG, DECEASED.

ment, from the beginning down to the present day. Philosophers and physicians have pointed out many causes to account for this affliction, but they may all be summed up in a few words. It is the result of our disregard of nature's laws; for when her laws are broken the penalty is sure to follow.

There was no attempt made to educate the idiot until the seventeenth century, when St. Vincent de Paul took charge of the Priory of St. Lazarus and gathered a few idiots together, endeavoring to instruct them. His labors were unsuccessful.



THOMPSON ANDERSON, DECEASED.

gust body encouragement and much honorable mention in its report. His method was as follows: Believing idiocy is only a prolonged infancy, he consulted nature as to the mode by which the physical powers are cultivated and the mind educated in the infant. He found in infant children the infantile fondness for bright colors, and availed himself of it to teach them the distinctions of colors and form. He noticed their liking for playthings, and furnished them with builders' blocks, cups, balls, and other toys by which he could instruct them in numbers, form, and size. He taught them words, not letters (these came later), and the

In 1818 an attempt was made at Hartford, Connecticut, to educate idiotic children, but with little success. Dr. Richard Pool, of Edinburgh, and many other philanthropists of that day, advocated the establishing of schools for their education, but nothing permanent was accomplished until 1838, when Dr. Seguin, who devoted many years to the study of idiocy and of its causes, established a school in Paris and met with considerable success. His labors were recognized by the French Academy, and he received from that au-

meaning of words by pictures; the refractory organs of speech, not yet fully under control of the will, were moulded and manipulated until they could utter the sounds he desired; the eye, the foot, the hand were educated by the use of steps, dumb-bells, and other gymnastic exercises. As fast as they could comprehend them, ideas at first only concrete, but afterward, as they attained to higher consciousness, those of an abstract character were instilled into their minds. The moral nature was cultivated at times by simple instruction but oftener by pure example. The process was long, but in the end it triumphed. Dr. Seguin continued the instruction of idiots in Paris until 1848, and now almost every country has established schools for idiots; many exist in this country, and we hope soon one will be established in Tennessee.

THE INSANE.

Insanity is an unsound or diseased condition of the mind. This terrible malady was present with man in all his wanderings. No nation nor tribe was exempt from its attack. It found its victims in all classes, from the poor in their hovels to kings in their palaces. The brightest intellects that ever adorned the pulpit, the bar, and the forum fell before it. The arts and sciences, music, and poetry surrendered many of their brightest and best-beloved children to this dreadful affliction. Blight falls upon all it touches; the fires of the intellect are quenched; nothing but dead ashes remain; reason exists no longer; night and chaos reign; profound melancholy, extravagant ecstasy, and pitiable imbecility are now where brightest thoughts and noblest aspirations once held sway.

Insanity has been known under three heads: 1, mania,



A. V. S. LINDSLEY, DECEASED.

pertaining to the intellect; 2, melancholy, pertaining to the emotions; 3, imbecility, a partial development of the faculties. These remain much as they were two thousand years ago. Very recently, however, the definition of insanity has been greatly widened, and now includes various degrees of moral perversion, morbid habits, and sudden impulses. In hallucination, sensations are perceived without any object to excite them being present; persons are seen, voices heard, and odors smelt, though neither persons, voices, nor odors have any real existence. Illusion exists where there is a false perception of a real object. Delusion consists in a false belief which is not the result of a false process of reasoning. Hallucination and illusion can exist without insanity; but delusion can not be present while the mind is perfect.



WEST TENNESSEE INSANE ASYLUM, BOLIVAR, TENN.

Much difficulty attends the classification of the various forms of mental disease, and must continue to exist until our knowledge of the philosophy of the mind and of the functions of the various parts of the organ which subserve its manifestation is much more advanced than at present. The earliest sacred and profane writers allude to the existence of mental unsoundness. In Egypt the treatment of insanity by the priest-physicians attained to the dignity of a science, and the improved methods of the present day are little more than an adaptation to modern times and usages. The *Æsclepiadæ* in Magna Græcia were very successful in the treatment of lunatics. Their temples of health, placed on commanding eminences, were thronged with the insane, to whom a short residence often brought a happy restoration. Pythagoras, who added to his many other accomplishments that

of a physician, relied on music and pleasure and physical exercise to bring back the lost reason. Hippocrates was successful in restoring the insane to reason. Celsus was the first to distinguish the several varieties of insanity. In the fifth century occurred the first of those epidemics of mental disorder which subsequently became so frequent and widespread during the middle ages. In Constantinople and Bagdad were houses of mercy, as they were called, in which the poor lunatics were chained and received from charity their daily bread, and from their keepers a weekly beating. The earliest mad-houses, so called in Western Europe, were Bethlehem Hospital, London, usually called Bethlem or Bedlam; the Bicetre and the Salpetriere, in Paris; and one or two in Germany. In all these, filth, starvation, chains, and the free use of the rod were the lot of the unhappy maniac, while the most quiet cases were sent out to beg.

Insanity is, to a very great degree, a disease of high civilization. It is rare among the African tribes and among the Indian tribes of America, because the mind is but little exercised. Dr. Livingstone states that he found not more than one or two instances among the tribes he visited; but one of the Backwains, who was to accompany him to Europe, became insane from the throng of new ideas which oppressed him, and committed suicide on board ship.

In France the proportion of the insane is about one to every one thousand inhabitants; in England, one to seven hundred and eighty-three; in Scotland, one to five hundred and sixty-three; in the United States, one to seven hundred and fifty.



GEO. W. SMITH, DECEASED.

THE DEAF AND DUMB.

Persons who are born deaf, or who lose their hearing at a very early age, are dumb also. Dumbness is rarely ever occasioned by a malformation of the organs of speech, but almost invariably it is the result of deafness. Children ordinarily hear sounds and then imitate them. They learn to repeat what they hear other persons say, and it is in this way that everyone has learned to speak. But the deaf child hears nothing, can imitate nothing, and remains dumb. Of all the afflictions that form the catalogue

of man's woes, there is none so dire as that of being deaf and dumb. The maniac and the idiot do not realize deprivation, but the deaf and dumb man does. He is shut out completely from the world; he can not communicate with it, nor can the world communicate with him; and until schools were established for his education, this barrier was insurmountable. It is impossible for us to realize the loneliness, the hopelessness and sorrow of such a life. One of our greatest pleasures consists in intercourse with our fellows.



J. G. HOUSTON, DECEASED.

We all know the joy and comfort we derive from a cheerful salutation, the hearty congratulation, or from tender words of kindness and sympathy when in affliction; but all this is denied him. His feelings and desires, his joys and griefs, are locked in his own breast—he can not share them with others.

From the many allusions made to the deaf and dumb in sacred and profane writings, they have existed in all ages. Nowhere among the nations of antiquity do we find provision made for the benefit or comfort of the deaf-mute. On the contrary, we find laws enacted declaring them incapable of managing their

own affairs, or of inheriting property, and placing them on the same footing with lunatics and idiots. It was emphatically stated that deaf-mutes from birth were incapable of managing their own affairs. The prevailing feeling was that the deaf were a useless encumbrance and a burden to the state. Governments tacitly consented to their destruction, and those who escaped death in infancy lived to endure a miserable existence. These children of silence stood by the roadside or in the market-place with outstretched hands, imploring, in their dumb way, the passers-by for the alms which were their only support. The advent of Christianity put an end to their murder, but did little else. They continued to beg and to suffer. The older religions of the world taught that purity of living, uprightness of conduct, and the proper respect for the gods would insure the greatest amount of happiness. Many of the ancients lived in accordance with this teaching; it harmonized with their inclinations and their mental bias, leading them to contemplation and philosophic thought. But this religion was not for the masses; they could not understand it, nor would they practice it. It lacked the humanizing and vitalizing principle of Christianity—love for our neighbor and personal responsibility. From the beginning men were divided into two classes, soldiers and slaves. War, insurrection, murder, and uncertainty was the normal state. Men were too busy with their own affairs and too anxious about their own safety to bestow a thought upon the unfortunate. There was but little learning, and that was in the hands of the few; for but few had either the means or opportunity to acquire that little. Such was the condition of society at the beginning of our era, and indeed for long after; and it took the teachings of the Master fifteen hundred long, dreary years to prepare the minds and hearts of men to entertain the thought and feeling that the deaf and dumb could and must be educated.

In the sixteenth century Jerome Cardal, of Italy, discovered the theoretical principle upon which the instruction of the deaf and dumb is founded. He says: "Writing is associated with speech and speech with thought, but written ideas and characters may be connected together without the intervention of sound." And it is also said that he was the inventor of the manual alphabet which is now in common use in this country and Southern Europe. Pedro Ponce de Leon, of Spain, met with considerable

success in teaching the deaf and dumb. His method was reading and articulation. John Paulo Bonnet, of the same country, published a treatise in which he represents himself as the inventor of dactylography, and also of the single-hand alphabet. John Bulwer, an English physician, published a work called the "Natural Language of the Hand," and later the "Deaf and Dumb Man's Friend." Dr. John Wallace, Mathematical Professor at Oxford, taught deaf-mutes the meaning of language, and to use it in speaking, reading, and writing. He says we

may form conceptions in written as well as in spoken language, and in the work of deaf-mute instruction he employed certain actions and gestures, which have a natural significance, to convey ideas not already understood. He deserves the credit of being the first practical instructor of the deaf and dumb in England. Dr. Dalgarno published a work called the "Deaf and Dumb Man's Tutor," in 1680, in which he expresses a preference for the written language and the manual alphabet. He is the first Englishman who invented



JUDGE E. H. EAST, PRESIDENT.

a manual alphabet, which is described by him in this treatise, and is probably the one from which the present two-hand alphabet is derived. At the commencement of the eighteenth century the instruction of deaf-mutes began to attract the attention of scientific men throughout the world. Samuel Heinicke, by far the most distinguished of the early teachers of the deaf in Germany, in 1772, at the invitation of the Elector of Saxony, opened a school for deaf-mutes in Leipsic, the first ever established or supported by any civil government, and it is still celebrated and prosperous. The man to whom the

deaf and dumb are more indebted for the means of education than any other is the Abbey de l'Epee, who acted on the principle that there is no more natural connection between abstract ideas and the articulated sounds which strike the ear than there is between the same ideas and the written characters which strike the eye. He also used those natural signs by which the most savage tribes of different countries and languages are able to converse to a certain extent with each other. In 1760, when the Abbey de l'Epee was opening his little school in Paris, the first school in Great Britain was also opened in Edinburgh, by Thomas Braidwood. In 1792 a similar school for deaf-mutes was established in London, and in 1817 one was opened at Hartford, Conn. To-day schools for this class are found in almost every State in the Union and in every country in Europe.

THE BLIND.

The blind are those who are either totally or partially deprived of the sense of sight. Blindness may be either complete or incomplete. It is complete when there is no consciousness of light and no ability to discern even the dim forms of large objects. Incomplete blindness may vary in degree. There is consciousness of light which enables the person to distinguish between night and day and to discern imperfectly the outlines of objects. It may exist from birth, or be the result of extreme old age. It may only be present during the day or night, or a few weeks of the year, or it may be permanent.

It is held that few are born blind and that the great majority become so after birth; but the greater part of these have a decided predisposition to blindness. An ordinary convulsion,



MAJ. T. P. WEAKLEY, SECRETARY.

common to children, or a slight injury will destroy the sight in such cases, when the healthy eye would suffer no permanent injury; and accident, fever, cold, inflammation, etc., are but the active agents in developing the hidden weakness or tendency of the organ to blindness, depending on physiological causes.

According to the most reliable information obtainable, one-half of the total number of blind in the United States are under fifty years of age; one hundred are under one year of age; seven hundred and sixty-three are under five years; two thousand one hundred and eighty-four are under ten years; and four thousand two hundred and fifty-three are under fifteen years. This estimate is for the totally blind, and the number would be more than doubled by including the partially blind. Allowing a liberal deduction on these figures, the facts show that the real causes for blindness lie quite behind the incidental causes assigned.



L. RASCOE, TREASURER.

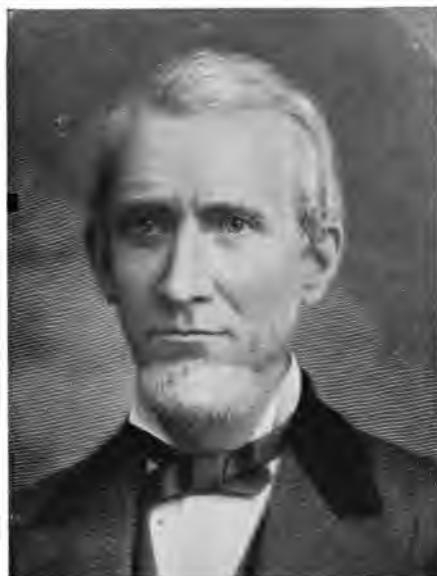
scarlet fever, measles, or accident from powder, blows on the eyes, etc. Of the diseases enumerated, purulent ophthalmia and amaurosis are most fatal to sight. The latter consists in the paralysis of the optic nerve, and is seldom cured. Iritis is emphatically a disease of cities. Opacity of the vitreous humor, or of the crystalline lens (the latter is generally known as cataract), causes blindness which comes on gradually. Indeed blindness may arise from any cause that intercepts the rays of light from their way to the optic nerve, or from the diseases of the optic nerve or of that part of the brain connected with it.

Blindness occurring after birth is usually the result of purulent ophthalmia, conjunctivitis, iritis, cataract, amaurosis, smallpox,

When congenital its causes are generally analogous to those which induce idiocy, deafness, and insanity. Intermarriage of near relations, scrofula, or other diseases of parents, and intemperance on the part of parents are very common causes. Blindness is detected in the infant by its indifference to light and by its throwing its head from side to side. Occasionally, but very rarely, the power of vision is developed in blindness of this form.

Blindness prevails most in tropical and least in temperate countries; more in the eastern than in the western hemisphere. The statistics of blindness in different countries reveal some singular facts. As we proceed toward the equator the proportion of the blind to the entire population increases with great rapidity, and the same fact is observable in the very high latitudes.

M. Zuene, of Berlin, some years ago prepared a table on the subject, which subsequent observations on the eastern continent have very nearly verified. The following were the results at which he arrived :



JUDGE JOHN M. LEA.

RATIO OF BLIND TO TOTAL INHABITANTS.

Between 20 and 30 north latitude	1 to 100
Between 30 and 40 north latitude	1 to 300
Between 40 and 50 north latitude	1 to 800
Between 50 and 60 north latitude	1 to 1,400
Between 60 and 70 north latitude	1 to 1,000
Between 70 and 80 north latitude	1 to 550

In the temperate regions of the north the number of the blind is comparatively small, but as we approach the Arctic Circle the glittering snows, the smoky dwellings, the alternation from the

brilliant nights of the arctic summer to the deep darkness of the arctic winter, all have their influence upon the visual organs; while the glittering sand and the intense heat of the sun, shining always from a clear sky in Egypt and Northern Africa, cause diseases of the eye, and especially ophthalmia, to be prevalent in those regions; and similar causes prevail, though to a less extent, in Southern Europe.

On this side of the Atlantic, however, a different ratio seems to prevail. We have not the means for an accurate comparison, except of the latitudes between 30 and 45; but the proportions are very different from those embodied in M. Zuene's table. The ratio of the totally blind to the entire population of the United States is 1 to 1,242, according to the census of 1890. If the partially blind were added, the number would be doubled.

According to M. Dufau:

RATIO OF BLIND IN DIFFERENT COUNTRIES.

Prussia	1 to 1,401 inhabitants
Belgium	1 to 1,316 inhabitants
Germany	1 to 1,300 inhabitants
France	1 to 1,357 inhabitants
Sweden	1 to 1,091 inhabitants
Norway	1 to 566 inhabitants
Switzerland	1 to 1,570 inhabitants
Egypt	1 to 97 inhabitants

In Prussia $\frac{1}{11}$ of the whole number are under fifteen years of age; in Sweden only $\frac{1}{20}$.

While some individuals among the blind have in all ages mastered the learning of their day and attained distinction in letters, mathematics, and philosophy, yet it does not appear that the idea of making a provision for their education as a class entered into the minds of either Greeks or Romans. They procured a precarious subsistence by begging by the wayside or at the entrance of the temple; but there was no one who would teach them more honorable means of obtaining a livelihood, or rescue them from the inseparable evils connected with a life of mendicancy; nor amid the noble and philanthropic reforms introduced by Christianity was there any provision made for the training and instruction of the blind. They begged on as before, though now frequenting the doors of Christian churches instead of heathen temples, and asking alms in the name of Christ instead

of *Æsculapius* and *Isis*. There were in each age, however, some who, feeling themselves moved by the impulse of genius, sought for more elevated society and more ennobling pursuits than the beggar's positions and employments.

The first public provision made for the blind is believed to have been an institution founded by Weef VI, in Memmingen, Bavaria, in 1178. The second, "Hospice des Quinze Vingt," at Paris, by St. Louis, in 1260; it was established by the kind-hearted monarch for the benefit of the soldiers who in the campaign in Egypt had suffered loss of sight. It was intended for three hundred blind persons. A similar but less extensive institution was established at Chartres in the latter part of the thirteenth century, and in the next century was enlarged by King John so as to accommodate one hundred and twenty blind persons. But these were asylums, and, although much had been written upon the feasibility of educating the blind, it was not, however, until 1784 that anything of a practical character was attempted. The extraordi-

ary success of the Abbey de l'Epee in instructing the deaf aroused great interest among thinking men of the world. Humanitarian guilds were formed, and the enthusiasts spared neither pains nor fortune in ameliorating the sufferings and sorrows of the unfortunates around them.

The celebrated Valentine Hauy (properly called the "Apostle of the Blind") commenced his labors about this time. On entering a booth at a fair near Paris, he beheld some blind persons attired in grotesque manner and taking part in a coarse burlesque performance—a performance arranged to cause their



COL. E. W. COLE.

infirmity to make merriment for the people. The tender heart of Hauy was touched, and from that hour his life was devoted to the uplifting and education of the blind. He was a man of great earnestness and untiring energy, and possessed a genius that peculiarly fitted him for the work in which he was about to engage; and he entered upon that work with the zeal and ardor which gathers new strength from every obstacle. His first pupil was a young blind beggar, whom he paid a stipulated sum in place of what he was supposed to gain by begging, and who soon proved an apt scholar.

The approbation of the Academy of Science and Arts and the patronage of the Philanthropic Society encouraged him to further exertions, and in 1786 his pupils, twenty-four in number, were called to exhibit their attainments in the presence of the king and the royal family at Versailles. The royal patronage was secured for the new enterprise, and for a while all went on prosperously; the school increased in numbers and popularity; its pupils became distinguished as musicians or mathematicians, and Hauy

and his pupils were objects of interest to all.

In 1791 a change came. The revolution was fairly inaugurated, the Philanthropic Society was broken up, and many of its members wandered homeless in foreign lands. Hauy, feeling that he could no longer serve the blind of France, sought opportunities elsewhere to carry out his self-appointed life-work. On invitation of the Czar, he founded a school at St. Petersburg, which is still in existence, and Russia has to-day, scattered over her broad dominion, over thirty schools for the blind, well-endowed and excellently conducted.



L. R. CAMPBELL.

The first and most wonderful achievement of M. Hauy was the invention of printing in raised letters. The first embossed books for the use of the blind were printed in Paris in 1784 or 1785 from raised movable letters, which his pupils had been previously taught to put together and read. Fonts of type were cast and books printed, and, having been approved by the Academy of Sciences and exhibited before the royal family, the art created at the time a great sensation. Large editions of a few volumes were printed at a great expense; but, as they were used only for exhibition in the Paris Institution, the interest soon died away, and the greater part of the editions was long after sold for waste paper.

"It is questionable, therefore, whether the art, after falling into abeyance for about forty years, would have been permanently revived had it not been for the Bible, the book least wanted in Paris and most wanted in Britain and America."

The merit of reviving it in England is due to Mr. James Gall, of Edinburgh, who, having seen the specimens of the Parisian book

and obtaining a box of the types, was impressed with the importance of the invention and believed that now the Bible at last would be placed in the hands of the blind. Being himself a printer and publisher, he at once saw the cause of the failure in France, and set himself to improve the alphabet so as to make it more sensible to the touch. He said that the common alphabet modified so as to be easily felt was the only safe basis on which a literature for the blind could rest. He did not believe that arbitrary characters would be universally adopted or permanently adhered to, and, as he looked forward to the blind being taught



HERMAN JUSTI.

in the public schools not only to read but to communicate with their seeing friends, he thought it advisable that the books should be legible to both blind and seeing. It would have been easy to print books in small type, which would be read with ease by children only, and which, besides being cheaper, would have astonished the public more; but he was of the opinion that unless the adults were able to read the books with facility, the books would not be read, and the object he had in view would not be attained. He greatly preferred the common (lower case) alphabet to the capitals, which, though well known, are not fitted for the use of the blind. Their symmetry and general uniformity, which specially adapt them for titles and inscriptions, render them unsuited for common easy reading, either for the blind or seeing. They are even less adapted for the finger than the eye, because the eye can see the interior parts of the letters, by which they are distinguished, whereas the finger can feel only the exterior form.

In 1827, after much study and many experiments, Mr. Gall printed his first book for the blind in a triangular modification of the common alphabet. The embossing was in high relief, and, although it presented rather a rude appearance, being printed from wooden types, it excited great interest and wonder when it was found that the blind could read it easily with the fingers.

In 1832 the Scottish Society of Arts offered a gold medal, value twenty pounds, for the best alphabet for the blind. The first competitor was Mr. John Alston, of Glasgow, who printed, in 1837, the Gospel of St. Mark in capitals, and to him belongs the honor of having printed the first complete Bible for the blind in any language.

The second in the field was M. Lucas, of the Bristol Institution, who invented the most ingenious system of stenographic printing with arbitrary characters and numberless contractions. In 1837 he printed the Gospel of St. John, and in 1838 the Acts of the Apostles.

The third competitor, M. Frere, of London, devised a system which, as he himself described it, was "a scientific representation of speech," the alphabet containing only one character for each of the simple sounds in the English language." In 1839 he invented the return lines; that is to say, the lines in his book were read from left to right and right to left, alternating, the letters themselves being reversed in the return lines.

The fourth was Dr. Moon, of Brighton, who used an arbitrary alphabet, some of the characters resembling or suggesting the letters they represented. He also adopted the "return lines," but did not reverse the letters. His print is larger than the others and more easily felt. Dr. Moon's books are bulky and expensive. Some idea may be formed of the size of the letters when it is known that it will require sixty folio volumes to contain the Bible.

The fifth system had its origin in France. It is said that M. Chas. Barbier invented writing with points, but his system was so incomplete and inconvenient that it found little favor with the blind. M. Louis Braille, however, made this system the basis of his most excellent method—a method which has been so warmly received that it has been adopted by every school for the blind in Europe, and by many in this country. It is now universally conceded that Louis Braille was the inventor of the system which bears his name. He was born at Langy, a suburb of Paris, in 1809. He was blind from birth, and at the age of ten years was admitted to the Royal Institute for the Blind, where his talents and attainments both in science and in music soon rendered him eminent. In instrumental music he attained very high rank, being one of the most distinguished organists in Paris. About 1830 he perfected his method of writing with points so as to render it practicable and convenient, and it was introduced into the Royal Institute not long after, though no account of it was published until ten years later. This system consists of six dots or points arranged in two vertical rows of three points each, and by the omission of one or more of these points sixty-two different and distinct signs are formed which represent the entire alphabet, the Arabic numerals, marks of punctuation, prefixes, suffixes, contractions, and numerous word signs, as well as a complete system of musical notation. Of these characters, ten are called fundamental signs and form the basis of all the rest. These fundamental signs, which represent the first ten letters of the alphabet, are made to represent the second ten letters by placing one point under the left side of each fundamental sign. By placing the point under the right side of the second series the remainder of the letters are formed, and also signs for the words, *and, for, the, with*. The fourth series is formed by placing one point under the right side of the first series. This sys-

tem has been applied to musical notation in such a manner as to make the reading and writing of music much easier for the blind than the ordinary system is for those who see. The seven notes are represented by the last seven of the fundamental signs, and each of these notes may be written in seven different octaves by merely prefixing a sign peculiar to each octave, and thus the necessity of designating the pitch of each musical sentence in the ordinary way is avoided. There are two advantages which this system possesses over all others, and which, it is supposed, will cause it, or some modification of it, to supersede them. The first is that it commends itself by its simplicity and its easy acquisition and the facility with which it enables the blind to express their thoughts on paper and afterward read and revise them themselves. The other affords the best method of writing and printing music for the blind which has been discovered.

The apparatus used in writing "Braille" consists of a board bearing a movable metal plate, indented with pits and having connected with it, and over it, a metal guide with two rows of oblong holes. Thick paper is placed over the pitted plate and under the guide and a blunt bodkin forces the paper into the pits so as to produce the dots which form the letters on the other side. The writing is from right to left, in order that it may be read when the paper is reversed, from left to right. Sometimes two or more copies may be made by one operation. This is by far the most legible writing which has yet been provided for the blind, which fact is a strong argument for its permanency.

Mr. W. B. Wait, Superintendent of the New York Institution for the Blind, formed the sixth system. This system, like the Braille, consists of the varieties of form which six dots can be made to assume by the omission of one or more of them, but they are placed horizontally. Special emphasis is given to the fact that the letters used most frequently have the fewest number of dots; and, I may state here, that the blind of this country are very much indebted to Mr. Wait for arousing our schools from apathy and indifference, either to a strong and determined opposition, or a warm support and advocacy of his system, thereby compelling our educators to bestow some thought upon the work in which they are engaged.

The seventh system was constructed by Mr. Smith, of Boston, and is called the American Braille. It claims the same advan-

tages and excellence possessed by the New York Point. The signs are vertical, as in the French Braille. At present it is impossible to predict the triumph of any of these systems, as their respective advocates are not only determined, but are able to keep their ground. It is hoped that a common system, international if possible, will gradually come into general use.

Nicholas Sanderson, who was blind from infancy, was born in England, 1682. When twenty-nine years of age, through the influence of his personal friend, Sir Isaac Newton, he succeeded that gentleman as Professor of Mathematics in Cambridge University, in which position he distinguished himself not less for the clearness and precision with which he taught the science of optics to his large class of students than by the success which attended his lectures in all other branches committed to his charge. He was the author of several works on mathematics and invented and used the first ciphering slate for the blind.

Since his day many kinds have been invented; but the best of all is that with square pins and octagonal holes, introduced by the Rev. W. Taylor. The pin is square; on one end one of the edges is raised into a prominent ridge, and on the other edge there is a similar ridge divided in the middle by a deep notch. The holes in the board are star-shaped, with eight angles. The pin can be placed in eight different positions, and on reversing it, with the notched end uppermost, in eight more; thus giving ten signs for the Arabic numerals and six for the ordinary algebraic signs, thus:

Braille Alphabet

A row of ten Braille characters, each consisting of a square pin with a single raised ridge on one edge, representing the digit 1 in the New York Point system.

A row of four Braille characters, each consisting of a square pin with a single raised ridge on one edge, representing punctuation marks in the New York Point system.

New York Point

A row of ten Braille characters, each consisting of a square pin with a single raised ridge on one edge, representing the digit 1 in the New York Point system.

A row of ten Braille characters, each consisting of a square pin with a single raised ridge on one edge, representing the digit 1 in the New York Point system.

American Braille Alphabet

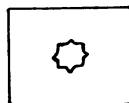
at a d e f g h i j k l m n o p q r s u v

• • • •

Brailler Musical Alphabet

C D E F G A B ~ ^{short} shake Repeat staccato Dot

Arithmetic Type + Board



It is essential for the good arithmetic board that the same pin should represent every character; otherwise time is lost in selecting the required character and in distributing the type at the end of each operation. In this country a board is used with square holes, and two kinds of type are required to give even the Arabic numbers. In almost all European institutions the holes in the board are square, and into these fit square type with the Arabic numbers embossed upon them. With such an apparatus the pupil wastes more time in the selection and distribution of his type than is required for the actual calculation. In some English institutions the board with pentagonal holes and pentagonal type is still used. This, though the next best to the octagonal board, gives no algebraic signs, and the signs are not so easily recognized by the touch.

Maps.

The first maps used by the blind were embroidered cloth or canvas. Eighty or one hundred years ago it was the fashion for ladies to work a great deal in worsted and silk. The "sampler" then employed leisure moments, as crocheting does at present; hence the most natural way of making maps was by embroidery, the needle-work representing the land, and the plain cloth the water.

Boundaries were marked by coarse, corded stitches, and towns and cities by points made with the same work. The next contrivance consisted in pasting the ordinary map upon a board prepared for the purpose. Small pin tacks were driven in the board along the boundary lines, coarse thread was glued upon the river courses, and the broad-headed tacks showed the positions of towns and cities. Sand was glued upon the paper where lakes and seas occurred.

The next improvement was made by the engraver. The board was prepared, and wherever water appeared in the map it was cut out, making the land one-eighth of an inch above the surface of the water. Estuaries of rivers, lakes, bays, and, indeed, all bodies of water, were represented here. Capes, promontories, and coast lines were well defined. Boundary lines were still marked by small pin tacks, and cities and towns by large tacks. The names of cities were given in raised letters, and the blind child could readily find any country or city wanted. Globes were constructed in the same way.

The next improvement was the dissected map, which is now common to all schools. In it each country is represented by a movable section, and when all the sections are fitted together they form a complete map. This is probably the best that has yet been constructed. Maps, however, have been made by the government, giving the topography of the country, representing the swells and elevations of ranges of hills and mountains, and the depression of valleys and plains, so that either the blind or seeing can obtain a more accurate idea of the earth's surface than from any I have yet seen.

Statistics.

The total number of persons reported as blind in both eyes in 1890 was 50,568—808 to every 1,000,000 of the total population. The total number of blind in 1880 was 48,928, being 976 to every 1,000,000 of total population. The number of totally blind in both eyes in Tennessee in 1890 was 1,817; in 1880, 2,026. Differences which occur in the ratios in the several States are in part due to differences in the proportion of persons of advanced age in the population; in part to previous epidemics of eruptive fevers in certain localities, and, in part, perhaps, to heredity in certain families.

It will be seen by reference to the United States censuses that in Michigan and Rhode Island the number of blind reported in 1880 and 1890 was in excess of that reported by the intermediate censuses of those States, but that in Massachusetts the number of blind reported by the State census of 1885 is nearly double that reported by the United States census of 1890, and more than double that reported by the same census in 1880. This would seem to indicate that for Michigan and Rhode Island the United States census was more complete than the intermediate State census, and that for Massachusetts it was extremely incomplete for this class of persons. This result as regards Massachusetts is very different from that obtained for the insane, the feeble-minded, and the deaf-mutes, and is due to the fact that in the State census the term "blind" included all who could not distinguish forms or colors distinctly; that is, not only the totally blind, but those with defective vision, while in the United States census only those were reported as blind who could not count accurately the number of fingers of another person held up before them at a distance of one foot.

In 1890 the number of blind in Memphis was 667 to 1,000,000 of population; in Nashville, 656 to 1,000,000.

Of the 50,411 totally blind in the United States, 4,267, or 85 to every 1,000, were congenitally blind, the corresponding ratios for certain other countries being as follows:

England and Wales in 1881.....	85 to every 1,000.
Scotland in 1891.....	128 to every 1,000.
Ireland in 1881	50 to every 1,000.
Bavaria in 1858.....	69 to every 1,000.
Prussia in 1880	109 to every 1,000.
Austria in 1886	163 to every 1,000.

In 1890 the average proportion of congenital blind in Tennessee was 106 to every 1,000,000 of population, and the total number of congenitally blind in the State in 1890 was 187. The increase in the proportion of the blind with advancing age occurs entirely among the non-congenital blind and is due to causes acting in all ages to destroy vision.

Of the total 50,411 cases of blindness, the cause was not reported for 14,456, and the defect was congenital in 4,267. Of the remaining 31,688, 7,134 were reported as due to injury, 4,875 to cataract, 209 to glaucoma, 158 to sympathetic ophthalmia, 82

to cancer, 5,455 to other diseases of the eye, 1,822 to scrofula, 2,366 to diseases of the brain, 1,213 to fevers, 898 to measles, 556 to scarlet fever, 448 to small-pox, and 743 were reported as resulting from military service. It will be seen that nearly 20 per cent of the cases of blindness from known causes were due to injury, and that the proportion due to this cause was much greater among the males (275, or 93 to every 1,000) than among the females, (97, or 21 to every 1,000).

Data were collected in 1890 relating to 93,988 persons blind in one eye only. This gives a total of 500,000 suffering from well-marked disorders or defects of intellect, of hearing, or of vision. In addition to these, at least 1,000,000 were reported as being sick, deformed, crippled, or otherwise more or less physically disabled. It is probable that in the total population of 62,622,250, at least 1,500,000, or one out of every forty-two persons, over 2 per cent, were mentally or physically defective.

For each 100,000 of the white population of Tennessee, 11.7 are congenitally blind; 33.7 congenitally deaf and dumb; and 108.4 congenitally feeble-minded.

The number of blind in Tennessee between the ages of five and twenty was, in 1890, 227, the population of the State being 1,767,518.

The State census of Massachusetts made the number of incomplete blind greater than the totally blind, and if such is generally the case, the number of persons suffering from defective sight, complete or incomplete, will be over 100,000 in the United States, and in Tennessee will be 4,000.

The fact, however, that many pupils have entered school since 1890, to whom there was no reference made in the census, proves, beyond doubt, that the number of blind in this State is far in excess of that given in the census, and I think it is safe to assert that the total number of those with defective vision in the State will not fall short of 5,000, as half this number will be persons over fifty years of age; and as a smaller per cent become blind between the ages of twenty and forty-five than at any other period, the number of school age can not fall much below 700. This is based upon the census of 1890. Now, if we take into consideration the increase of population since that time, the number of blind at present in the State, of school age, must be about seven hundred and fifty.

The following table is copied from the United States census of 1890, showing the occupations of the blind in this country at that time, and it may be of interest to the reader to note that the blind are filling almost every sphere of life in which their seeing fellows are to be found:

MALES.	
Artists and photographers	7
Bakers and confectioners	57
Bookbinders	4
Carpenters and cabinetmakers	416
Cigarmakers	32
Clergymen	197
Clerks	83
Coopers	61
Editors	13
Engravers and jewelers	16
Farmers	6,605
Fancy work and millinery	3
Fishermen	25
Gardeners	50
Housekeepers	3
Lawyers	48
Laborers and farm laborers	2,075
Machinists	64
Manufacturers	77
Mechanics	381
Merchants	407
Mill and factory operatives	64
Miners	235
Painters	62
Peddlers	196
Physicians	105
Printers and compositors	37
Railroad employees	65
Sailors	81
Servants	56
Shoemakers	164
Soldiers	11
Students	568
Tailors	81
Teachers	259
All others	4,526
Total	17,134

FEMALES.

Clerks	2
Dressmakers.....	27
Fancy work and millinery.....	76
Farmers.....	160
Housekeepers	905
Housewives	5,212
Laborers and farm laborers.....	197
Laundresses	81
Merchants.....	4
Mill and factory operatives.....	15
Ministers.....	5
Peddlers	6
Physicians	3
Seamstresses.....	38
Servants	1,116
Students	457
Tailoresses	16
Teachers	204
All others	2,897
Total.....	11,422

The Establishing of Schools for the Blind in England and America.

In the case of persons destitute of sight, it is necessary to have recourse to the other senses to supply the want of the eyes. Knowledge obtained in this way must, of course, be acquired much more slowly than that received by the sight. The senses of touch and sight differ in this respect, that the former ascends by degrees from the perception of the part to the perception of the whole, while the latter views the whole at a single glance. It is therefore evident that the blind can not be instructed in some branches in the common schools. In the first place, because the means of instruction by the touch are wanting; and, secondly, because the progress of the other children would be retarded wherever color, light and shade, drawing, pictures, and operation with the blackboard are brought into use. But in departments purely intellectual, such as mathematics, philosophy, and language, they are the equal of their seeing brethren, and have often secured the highest prizes in our most famous universities. Nevertheless, as the blind form no small part of the

population of every country, particular institutions have, in many places, been established for their instruction.

The instruction given in schools for the blind aims, first, at the general cultivation of the intellectual faculties. They are afterward taught some art, which may enable them to provide for their subsistence. About 1790 schools for the blind were established at Liverpool, Edinburgh, and many other points in a short time afterwards. These schools were especially designed to teach some employment whereby blind persons might earn a livelihood. Reading and a little music were taught; but nothing of a higher character, either in literature or music, was attempted. They were institutions supported by charity, and they partook more of the nature of asylums than of schools. Income was precarious and limited, and the true extent of the capabilities of the blind was not understood, nor the means by which those capabilities could be trained and made to reach the higher degree of excellence attained at the present day, and not then dreamed of. Indeed, it may be said at this time, and for many years after, such institutions were workshops and asylums for the indigent blind. They were supported by private subscriptions. As schools, the State was not interested in them, and so universal was this belief that it is now almost impossible to make the public understand that schools for the blind are just like schools for the seeing, and not asylums. Nor in the true sense can they be called charities, for blind children are just as much entitled to an education as the seeing children; and whether blindness is the result of accident or of the sins of society, blind children are entitled to the same care the State bestows upon other children. Of all the great epochs which adorn the history of the world, the eighteenth century is probably the greatest, for in it the thought, aspirations, and prayers of mankind had fulfillment. The American Revolution was possible; men were made free and equal. The French Revolution destroyed divine right and aristocracy, and proclaimed upon a hundred battlefields the great American principle of equality. It was not until then that the weak and unfortunate were cared for. With freedom came philanthropy. The dogmas and superstitions of the past no longer shrouded the intellect. Progress and development were set in motion, and we have to-day, as the result, institutions everywhere for the benefit and amelioration of the defective classes.

It was not until 1832 that schools for the blind were established in this country. Dr. John Fisher, of Boston, while in Paris, visited the Institution for the Blind, and was so impressed by its success that, on his return home, in 1829, he secured a charter from the Legislature empowering him and his associates to establish and open a school for the instruction of the blind. In connection with this I may state a singular circumstance. The almost hopeless struggle which Greece was making for her freedom, drew to her standard hundreds of enthusiastic young men and students from England and America. Among these were Dr. Howe, of Boston, and Dr. Russ, of New York. When freedom was secured for "the land where Homer sang," these gentlemen—Dr. Russ in New York, and Dr. Howe in Boston—opened schools for the blind. Each began with six pupils. A year later Mr. Frelander established one in Philadelphia.

Too much can not be said in praise of the eminent Dr. Howe. He was the pioneer in the education of the blind in this country. What Hauy was to France, Howe was that, and more, to the blind of America. He was a philosopher as well as a philanthropist. He knew what our deprivation meant, and he sought by adaptation and invention to make touch and hearing in some measure fulfill the law of compensation. He taught the State its duty to the blind, and made the blind man the peer of his more fortunate brethren. Mrs. Howe has written the biography of her noble husband, and I have taken the liberty to insert here a condensed sketch of that great man's career.

Dr. Howe,

THE PIONEER IN THE EDUCATION OF THE BLIND IN AMERICA.

Among the benefactors of the blind the name of Dr. Samuel Gridley Howe stands preëminent. He was born in Boston, November 10, 1801, and graduated at Brown University, Providence, 1821. He then studied medicine, but soon after he had begun to practice as a physician, he became deeply interested in the struggle which Greece was then making for her independence, and went to that country, where he rendered efficient aid for six years, sharing all the vicissitudes of the war. "In the beleaguered city, fiery death without the walls, famine and fever within. On the battlefield, with comrades falling around him;

on the deck of the war-ship, amid the roar of cannon; on the march and beside the camp-fire with the little Greek army, hunted from one fastness to another, poorly armed and worse provisioned, but undaunted and indomitable. Like the rest, he fared poorly or fasted; like them, he slept upon the ground, but their fight was his fight, only because it was the fight of humanity."

After his return home, his attention was called by Dr. John D. Fisher to the importance of educating the blind, and his philanthropic nature readily responded with energetic efforts. He visited Paris in search of information relative to the methods of instructing the blind then in use, and found himself in the midst of a revolution which placed Louis Phillippe on the throne of France. La Fayette, seeing him about to endanger himself, advised him to reserve his strength for the needs of his own country, and leave France to fight her own battles. Afterwards the Marquis found it expedient to commit to him the delivery of important aid to the Polish insurgents.

When this was accomplished, Dr. Howe visited Berlin with the purpose of inspecting the school for the blind at that place. He was arrested there and put in prison, but a friend calling at the hotel at which he had been staying, and not being able to find any trace of him, suspected foul play, and wrote to the American Minister at Berlin, who soon succeeded in getting him set at liberty.

On this trip he went to Edinburgh, where he met Mr. Gall, from whom he obtained valuable information with regard to the print used for the blind.

In 1832 Dr. Howe began teaching six blind children, first in his father's house, and afterwards in a small rented dwelling.

He found the raised letters already invented, but they were in a very crude form. He improved the lower case alphabet until he had devised the system now in use in most of the American schools. Before that time the characters were very angular, little or no regard being paid to the shapes of the ordinary letters. Dr. Howe endeavored to make them as nearly as possible like those of ink print, the lines being corrugated, and the distinguishing point of the letter being especially so, that it might be more quickly recognized. He reduced the print to one-half its original size. Capital letters were not introduced until several years later.

"Dr. Howe's view of the blind and of their capacities differed widely from that generally held in the days of his earlier labors. His ingenious mind easily saw that in a number of pursuits they might be trained to compete with seeing people. In judging his work it must always be borne in mind that he started upon this equal and even plane of human right and obligation. He assumed that the State owed to the blind an education as availing as that provided for its seeing citizens, and he had faith at the same time that this education, if properly given, would make the same return to the State that its common education makes, by enabling an important class of its citizens to aspire to the rewards of industry and the dignity of independence."

"It is not too much to say that the energy and force of will which Dr. Howe displayed in this matter have made an epoch of progress in the condition and character of the blind. Long treated with neglect, or as the objects of pity rather than of discipline, he found them naturally prone to discouragement and averse to effort. The thrill of this strong heart that feared no difficulty and shrank from no encounter communicated itself first to teachers and then to pupils. The institution became a happy home of diligent spirits preparing for a life of use and service. A new fountain of hope and of cheerfulness sprang up among these so-called unfortunates, and this good power will live among the blind as all high and precious influences once communicated do live and grow on earth."

Every other philanthropic enterprise found a warm supporter in this good man. He lived to see his efforts crowned with success, and thirty schools for the blind, in almost as many States, established. At his death in 1876, the blind, the deaf, the idiot, and the insane spread a mantle of blessings over the form in which had lately throbbed one of the noblest and most benevolent hearts.

Founding of the Tennessee School for the Blind.

A little more than a decade elapsed from the time schools for the blind were established in New York and Boston when a similar school was founded in Nashville, Tennessee, by the Rev. James Champlin.

This man was born in 1820, at Bean's Station, Grainger County, in this State. Soon after his birth, his father, Thomas Champlin, moved with his family to Livingston, Overton County, where he opened a store and engaged in selling goods. He must have been a man of enterprise and ability; for in a few years he became owner of a good farm and of several mills, which were known by his name for many years after his death.

He had a large family. Three of his children were born blind. James was an active, intelligent lad, and attended the public school with his brothers and sisters, and with them studied his lessons and engaged in all the games and sports common to boys in the country.

It appears that Mr. Champlin, in one of his visits to the East for goods, procured some raised-print books, which James at once commenced to study; and in a short time he read them quite fluently.

By the good offices of Capt. Alex. Kendall, I am in receipt of a letter from Mr. Cox, a gentleman who was raised with Mr. Champlin, and who speaks of him in the following manner:

"My father remembers James Champlin as a man blind from his birth. He was born at Bean's Station, about 1820, and moved to Overton County before he was grown. He was about five feet ten inches tall; weighed one hundred and seventy-five pounds; was a handsome man, always neat in his dress; he was a fluent speaker, articulating clearly.

"He joined the Methodist Church early, and began preaching while young. He spent a great deal of his time and energy in establishing the School for the Blind in Nashville. He was a man of more than ordinary ability; enjoyed the popularity of the public that but few men enjoy.

"He was married soon after he began preaching, to Miss Abigail Hall. My father was his personal friend, and acted as best man at his wedding, to guard him against the practical joker. He eventually moved to Arkansas, near Little Rock, since which time I have lost sight of him. H. H. Cox."

Mr. Champlin was deeply impressed with the need of a school for the blind. On visiting Nashville, he found several blind children, whom he got together and commencing teaching to read by touch.

The History of Davidson County says: "In 1844 (it should

be 1843) an exhibition was given in one of the churches in Nashville of the ability of the blind to read embossed letters by the sense of touch. A good audience was assembled, to a majority of whom the method of reading with the fingers was something new and surprising. The exhibition at once awakened an enthusiastic interest in the education of the blind. Fingers that were capable of reading could certainly assist in other ways in developing minds which had before seemed shrouded in darkness. To many it appeared possible that the use of language, hearing, and the sense of touch might, in a considerable measure, compensate for the lack of vision; and these were willing to assist in the good work in proportion to their ability. Donations were made, subscriptions taken, and a house rented and furnished. Mrs. John Bell, Mrs. Matthew Watson, Mrs. Joseph H. Marshall, and Mrs. William Morgan were conspicuous in this good work. Mr. James Champlin, who had given the exhibition, was selected teacher." It further states "that Mr. Champlin, through feeble health and want of energy, allowed the tide of enthusiasm to subside without attaining any important permanent result."

Nevertheless, by this man's ability and energy, an exhibition given before the Legislature caused that body to adopt his school as a State institution and make an appropriation for its support, by an act passed January 29, 1844. And, although Mr. Champlin was set aside when the school was adopted by the State, yet to him belongs the honor of being its founder, and this was recognized by the Board of Trustees twenty-six years afterwards, by presenting him with six hundred dollars (\$600), as a small token of their appreciation for his invaluable services, not only in founding the school but in collecting funds for its support.

The School as a State Institution, 1844.

In tracing the further development of the school, I will be guided entirely by the minutes so clearly and accurately kept by the distinguished Secretary, the Rev. Mr. Wheat, and, by way of preface, will insert a copy of the act under which the State took charge.

The appropriation made by the State was insufficient for the support of the school, and the aid of many prominent and

benevolent ladies was solicited to procure assistance from the people at large, whereby the Board would be enabled to keep alive this great charity.

Copy of Act of January 29, 1844.

AN ACT TO AID IN THE ESTABLISHMENT OF AN INSTITUTION FOR THE INSTRUCTION OF THE BLIND, DEAF AND DUMB.

SECTION 1. *Be it enacted by the General Assembly of the State of Tennessee,* That it shall be the duty of the Governor, immediately after the passage of this act, and ever thereafter on the first day of January, to appoint three persons who shall act as Trustees of an institution to be established in the town of Nashville for the instruction of the blind; and that said Trustees shall hold their offices for the term of two years, and until their successors are appointed, and shall receive all moneys, whether appropriated by the State or raised by private or individual contribution, for the use of and benefit of said institution; and to deposit such money for safe keeping with the cashier of the Bank of Tennessee at Nashville, which officer is hereby made the Treasurer of said institution, and responsible for the safe-keeping of its funds, in the same manner and under the same penalties as are now provided by law to insure the faithful performance of other official duties; and said Trustees shall also disburse said moneys in accordance with the directions of the General Assembly, and in the mode best calculated to effect the object of said institution.

SEC. 2. *Be it enacted,* That it shall be the duty of said cashier of the said Bank of Tennessee at Nashville to settle his whole account with said institution with the Comptroller of the State, in the month of December in each year; and that said cashier shall pay out no money in discharge of any claim against the said institution unless upon an order signed by a majority of the Board of Trustees named in the preceding section.

SEC. 3. *Be it enacted,* That the sum of fifteen hundred dollars be appropriated annually for the benefit of said institution, and that said sum shall be paid on the order of a majority of the said Board of Trustees to the said Treasurer, out of any moneys in the treasury of the State not otherwise appropriated; and the said Board of Trustees shall, during the first week of the regular session of each General Assembly, make a report to that body setting forth a statement of all their official acts, and giving an account of the condition and progress of the institution, and making such suggestions in regard to its future management as they think will tend to promote and increase its usefulness and efficiency as a scheme of benevolence; provided the traveling expenses of the pupils in coming to the seminary, whose parents are poor and unable to pay the same, may be paid out of the money appropriated by this act; provided, that no allowance shall be made for a less distance than one hundred miles.

SEC. 4. *Be it enacted,* That the sum of one thousand dollars be and the same is hereby appropriated out of any money in the treasury not other-

wise appropriated, for the purpose of establishing in the city of Knoxville an institution for the education of the deaf and dumb, which institution shall be conducted under like provisions as are prescribed by this act for the Institution for the Instruction of the Blind.

SEC. 5. *Be it enacted*, That the money hereby appropriated shall be applied to the necessary expenses in carrying on the schools; but nothing herein contained shall authorize the Trustees to apply any portion thereof to the purchase of real estate or erecting buildings thereon; provided, that nothing in this act shall prevent the Trustees from purchasing a site and erecting the necessary buildings, if the same can be done upon private contributions.

D. L. BARRINGER,
Speaker of the House of Representatives.
I. M. ANDERSON,
Speaker of the Senate.

Passed January 29, 1844.

A true copy.

JOHN S. YOUNG,
Secretary of State.

Extracts

FROM MINUTES OF TRUSTEES' MEETINGS, SHOWING ITEMS OF INTEREST IN THE HISTORY AND DEVELOPMENT OF THE SCHOOL.

By virtue of a commission from His Excellency James C. Jones, Governor of the State of Tennessee:

The Rev. J. T. Edgar, D. D., the Rev. R. B. Howell, D. D., and the Rev. J. T. Wheat, met as Trustees of the Tennessee Institution for the Instruction of the Blind.

The Rev. Dr. Edgar, as being the first named in the Governor's appointment, was unanimously received as President of the Board, and the Rev. Mr. Wheat was chosen Secretary.

Received an oral communication from Mr. Champlin, the teacher of the school for the blind which, by private patronage, had been kept in this city for a few months, and upon the exhibition of which the Legislature had been induced to pass the act under which the present Trustees are about to organize a new school. Also received a statement from Mr. Churchman, an experienced teacher of the blind, upon the best plan for establishing the proposed school for the State. Mr. Churchman and wife were appointed to take charge of the school. The Secretary was also instructed to solicit Messrs. John Bell, M. Watson, and Joseph Marshall to assist the Board in immediate effort to procure a house for the school and furnish it in a suitable manner. He was also instructed to give public notice of the establishing of the school, and to procure such information of the names, residences, and circumstances of the blind throughout the State as may enable the Board to bring at least ten (10) pupils to be gratuitously provided for.

(Copy of the note addressed to the ladies before named) :

DEAR MADAM—The Trustees of the Tennessee Institution for the Instruction of the Blind, anxious to secure the patronage of the community at large in aid of the too partial appropriation of the State, and such a judicious and efficient management of its domestic economy as will best secure its benevolent designs, have thought the agency of female piety and influence most valuable for that purpose among those who will probably take a lively interest in this charity.

They have unanimously determined to ask your coöperation in an immediate effort to open the school and to furnish it in a suitable manner. The Trustees confidently commit the mode of collection to your better tact and judgment. You will please act in concert with Mrs. A. and Mrs. B.

On behalf of the Board, very respectfully, J. T. W.

Nashville, 4 March, '44.

Mrs. Morgan, of the Methodist Church, was invited to assist the lady managers in their work.

Resolved, That Dr. Young, Secretary of State, be solicited to aid the Board in procuring pupils for the Institution by the publishing of a circular in the several papers of this city, with the request that it be copied by all other papers of the State.

He was also requested to prepare an abstract of instructions for the government of the Principal in defraying the current expenses of the Institution, and also a Code of By-laws for the government of the Board.

At a meeting of the Board, held May 16, 1844, the By-laws drawn up by the Secretary were adopted.

Resolved, That His Excellency the Governor, Dr. Young the Secretary of State, and the Rev. Mr. Neely, be requested to act as visitors. Dr. R. C. K. Martin was appointed physician. It was further resolved that the books received from Mr. Champlin be fairly valued and the amount paid to Mr. Eughbaum, the Treasurer of the old school.

The Rev. James Champlin was employed in a two-fold agency, to bring certain pupils to the Institution and to collect funds in its aid.

The Principal was authorized to give a public exhibition of the pupils at such a time and place as he may think best.

FEBRUARY 4, 1845.

A brief circular was prepared by the Secretary and submitted to the Board; was approved and ordered to be published and placed on file.

Mr. Churchman submitted a report of his late tours and exhibitions, which were placed on file.

Resolved, That the Board are entirely satisfied with the prudent and judicious measures of the Principal in his late tours, and are sorry that he must for the present be content with a reward, rich enough, we doubt not, to him, of having essentially promoted the cause of the institution by this extra labor.

One hundred and twelve dollars and fifteen cents (\$112.15) were appropriated to cover the expenses of the tour, and eighty-seven dollars and

eighty-five cents (\$87.85) for former traveling expenses. In all, a draft of two hundred dollars (\$200).

The Principal was instructed to visit any neighboring place with the prospect of obtaining new pupils, provided he incurred no great expense. He was also authorized to engage the services of Mr. Wheelan, of Philadelphia, in the Mechanical Department, and to offer three hundred dollars (\$300) a year and the board of himself and wife, with the assurance of being saved from harm and damage in the event of the Legislature's refusal of adequate appropriations. In the case of such failure the Trustees would at least enable him to return, if he can not establish himself here advantageously. The Secretary was also instructed to reply to a letter received from Rev. Mr. McMullin, President of the Deaf and Dumb School, assuring him of a friendly and cordial coöperation. The Secretary was also instructed to prepare the report of the Board for the Legislature.

1846.

Mr. Churchman, having made a full report of the present condition of the institution, resigned his office as Principal. The Board accepted the resignation and gave him an approbatory letter. Mr. Wheelan was appointed Principal with a salary of six hundred dollars (\$600) a year.

1847.

Resolved, By the Trustees of the Institution for the Blind, that the Legislature, now in session, be requested to witness an exhibition of the blind, and that such exhibition take place in the Legislative Halls at such a time as may be fixed upon by the Legislature.

Resolved, That A. L. P. Green be requested to deliver an address to the Legislature upon the subject, "An increased appropriation being made to said institution."

Resolved, That there be an addition of three members to the Board of Trustees, and would suggest the following gentlemen, namely, Jas. Woods, John McIntosh, and J. A. Allison. And also an addition of two members to the lady managers, and that the lady managers be allowed to select said managers.

Resolved, That we ask of the Legislature five thousand dollars (\$5,000) for the purchasing of four acres of land, and means to put up suitable buildings for said institution.

1848.

Present—Dr. Edgar, Dr. Howell, and Mesdames Morgan, Marshall, Watson, Woods, and Kelly.

Approved Mr. Wheelan's engagement of Mr. Berry as teacher at three hundred dollars (\$300) a year. Also of Mr. Ramsey for the last month at twenty-five dollars (\$25). Mr. Wheelan's arrangement for cigar-making was approved. The Principal was authorized to make a visit to St. Louis for the purpose of giving an exhibition with three of the pupils for the benefit of the institution. Mr. Wheelan was instructed to go out in various parts of the State in search of pupils for the school, and to be governed in his proceedings by future instructions of this Board.

JANUARY 2, 1849.

Ordered that the Principal be instructed to present to the Trustees, at a meeting to be called as soon as he is ready, an inventory of all the property in the institution belonging to the Blind School; and further, that he be instructed to present to the Trustees an account of the amount and quality of the provisions used in the school, and what provisions are used each day for the pupils, and how they are attended by the servants. Ordered that either the Principal or one of the teachers shall always be present with the pupils at their meals.

Ordered, that the Principal be instructed to report to the Trustees what classes now exist in the institution, what studies each class is pursuing, by whom instructed, and how many hours each day the Principal and teachers each devote to instruction.

Mr. Wheelan having tendered his resignation as Principal, it was accepted, and J. G. Berry was appointed Superintendent to fill his unexpired term, until the next meeting of the Legislature.

Resolved, That Mr. and Mrs. Reynolds be appointed Steward and Matron of this institution until the meeting of the Legislature; provided, nevertheless, that after a trial it shall be the privilege of the Trustees to remove the said Reynolds and wife, granting to them the privilege of withdrawing from the institution, should they become dissatisfied, by giving timely notice.

At a meeting in May Mrs. Lucas was presented as newly-elected lady manager. During the month of June following, the Superintendent, Mr. Berry, the Steward and his wife, and three or four of the children, died of the cholera. The rest of the children were scattered, and the school suspended. At a meeting in July Mr. Wheelan was employed as Principal to fill the vacancy occasioned by the death of Mr. Berry.

FEBRUARY 7, 1850.

The Board met and Joseph Campbell, one of the senior pupils, was appointed teacher of music, and James Henderson, also a pupil, was unanimously appointed teacher in the Literary Department. The compensation of each was to be board and one hundred dollars (\$100) per annum.

Ordered, that the engagement of these teachers date from the 1st of February.

The Principal is hereby instructed to correspond with institutions in the North and ascertain for what sum we can obtain a suitable teacher for the Mechanical Department, and report at the next meeting of the Board. Mr. J. Collins, a most excellent gentleman, was recommended by the New York Institution for the Blind, and was at once employed.

Present—Drs. Edgar, Howell, Martin, and Meigs. C. W. Nance was appointed to fill the vacancy in the Board occasioned by the removal of Dr. Wheat from the State. The vacancy occasioned by the resignation of Dr. Howell was filled by the appointment of Rev. Samuel Baker. The resignation of Dr. John S. Young was received and accepted. On motion, J. W. McCombs was appointed to fill his place.

The resignation of Mr. Wheelan, for four years Principal of the institution, was received and accepted. The Secretary was ordered to give Mr. Wheelan a testimonial of our high appreciation of him as a man and a teacher of the blind, expressing our grateful sense of obligation to him for his invaluable services in laying the foundation of this blessed charity in the State of Tennessee.

Ordered, that Joseph Campbell be put in charge of the school for the month of September, and for such compensation as may be allowed by the Board at the end of the month.

At a meeting October 7th, Mr. Fortescue having arrived from Philadelphia to take charge of the institution, met the Trustees and announced his resolution to return immediately, and would listen to no argument against this determination.

Campbell and Henderson were employed to conduct the school to the end of November. Dr. Edgar and Mr. Meigs were appointed to procure a Principal.

DECEMBER 3D.

After reading correspondence in relation to Principal, ordered that Dr. Edgar write to Mr. Bullitt to ascertain whether Otis Patten will suit us as Principal, and should he not prove a proper person for the place, then to write immediately for Mr. Clark, who is mentioned by Mr. Chapin in his letter of November.

1851.

Read letter from Otis Patten, desiring to know what salary we can give. Salary fixed at six hundred dollars (\$600) a year, with board for himself and family, and names of Mr. Clark, Laughery, and Sturtevant were before the Board. Mr. Chapin's letter in behalf of Clark, and Dr. Howell's in behalf of Sturtevant were read, and Sturtevant was elected. The Secretary was directed to inform him, and to solicit his immediate attendance. Mr. Sturtevant was paid for traveling expenses fifty-three dollars and twenty-five cents (\$53.25).

Administration of Superintendent John M. Sturtevant, 1851.

John M. Sturtevant was born in Mattapoisit, Mass., in 1825. His father was a sea captain, once in comfortable circumstances, but owing to financial troubles lost most of his property. John, about this time, was nine years old, when he met with an accident which deprived him of his sight. Soon after, he entered the Perkins Institute for the Blind at Boston. Having finished the prescribed course in that school, by the advice of the director, Dr. Howe, and with pecuniary assistance from the Hon. Charles Sumner, he entered Dartmouth College; was foremost man in his classes there, and, in 1846, graduated with distinction.

He was then appointed teacher in the Perkins Institute by Dr. Howe, under whom he served until he was elected Superintendent of the Tennessee School for the Blind, January 10, 1851.

Up to this time, and indeed for two years afterward, the school was carried on in rented houses. Efforts were repeatedly made urging the Legislature to make adequate appropriation for the purchase of ground and the erection of buildings suitable for the school. In 1849 the Legislature appropriated four thousand dollars (\$4,000) to be used for this purpose. In 1851 eight thousand dollars (\$8,000) additional was appropriated.

To this must be added four hundred and sixty dollars (\$460) of donations and one thousand three hundred and eighty-seven dollars and seventy-five cents (\$1,387.75) from the general fund, making a total of thirteen thousand eight hundred and forty-seven dollars and seventy-five cents (\$13,847.75), which was expended in the building and in inclosing the grounds. It appears that the purchase-money for grounds was paid out of the general fund, and not from money

which had been appropriated for building.

On March 9th the board purchased from the University of Nashville, for the sum of fifteen hundred dollars (\$1,500), payable in three annual installments, without interest, a triangular lot containing one and a half acres, situated upon Lebanon Road and Asylum Street, upon which a commodious brick building was erected.

In January, 1853, the school was transferred to its own property, which marked an important epoch in its history. About this time my connection with the school began, and as my inti-



J. M. STURTEVANT, DECEASED.

mate association with Mr. Sturtevant remained uninterrupted for nearly thirty years, I therefore feel fully competent to give the following estimate of his work and character: Mr. Sturtevant was a man of rare ability, possessed of an analytical and critical mind; was an excellent mathematician, a deep thinker. His reading was extensive and well selected. He was well informed upon every line of thought, and especially with the wants and capabilities of the blind. From the day he entered upon his duty as Superintendent the school showed that a master hand guided its destiny. Frequent changes in the management of the school, and still more, the fatal visitation of the cholera within the household, both hindered its growth and retarded the improvement of the pupils. Parents, always more willing to part with other children than the blind ones, were doubly unwilling to send their unfortunate children to a place where the cholera had been so fatal.

Under the new Superintendent the number of pupils had doubled in two years, and was now twenty-six (26), and thirty-six (36) were enrolled in 1861.

During this time expensive additions and improvements were made, and the grounds gradually improved, the whole cost amounting to twenty-five thousand dollars (\$25,000).

Now began the time that tried men's souls. Many of the wisest and greatest of our citizens throughout the country vainly endeavored to allay the feverish excitement which had seized the people. Their advice for moderation and patience was unheeded, and their promise that all differences would be amicably and equitably settled was disregarded, and hope of saving the nation from this great peril was lost. War was in the air, men were mad, and peace was impossible.

On the 18th of November, notwithstanding the earnest protest of the Trustees and many other influential gentlemen, an order came from the Legislature requiring the School building for hospital purposes, and that it should be vacated by that same night. The teachers and children were removed to private houses, and the furniture to supposed places of safety. From this time to February 14, 1862, the school was carried on with but little success. Most of the pupils who had homes were sent to them prior to the fall of Fort Donelson. The capture of the fort and the surrender of the army produced the greatest con-

sternation in the city. News of the surrender was received on Sunday morning, February 16th, while services were being held in the churches. The ministers announced the sad news, and the greatest fear and excitement took possession of the people. Everyone that could, left the city, and fabulous prices were paid for conveyances of every description. To go a few miles in the country, one hundred dollars was paid for a carriage which could have been had on the day before for ten dollars.

Before the fall of Nashville the officials of the State and the Bank of Tennessee moved to Memphis. As the Bank had in its possession money of the school, the Superintendent, Mr. Sturtevant, in April, passed and repassed the lines of both armies—making a successful journey to Memphis, going *via* Chattanooga, Atlanta, Montgomery, Mobile, and Jackson—taking six weeks to make a trip which ordinarily would have taken sixteen or eighteen hours, and much of the distance was made on foot.

On February 25, 1862, the United States Government took possession of this school building for hospital purposes, upon the entrance of its army into the city. In November, 1862, by order of the Chief Engineer, J. St. Clare Morton, the building was completely demolished (as a military necessity), and up to the present the school has not received one dollar from the United States Government for the destruction of its beautiful building. Claims of private individuals, corporations, colleges, and churches have been recognized and satisfied, but this school, a school for the unfortunate blind children of the State, received nothing. But for the munificence of Hon. John M. Lea, I doubt much if the school would have been able to accomplish half the good it has succeeded in doing; for the country was impoverished by the war, and where want and destitution were so general, little could be expected in the way of charity.

In 1865 the Superintendent made a statement to the Legislature, and presented his vouchers, showing how the money he had procured had been expended; and also secured from that body an appropriation of three thousand five hundred dollars (\$3,500) for reorganizing and conducting the school. But so much of the furniture and school apparatus had been destroyed that, to buy others and rent a building for two years, aside from teaching and living expenses, would require more money; con-

sequently only a few pupils received instruction, and those at their own homes.

CHANGES IN THE BOARD.

The Superintendent was authorized to ascertain from the military authorities if the department had authority and would erect a building for the Tennessee School for the Blind.

On March 11, 1854, W. F. Bang was elected to fill the vacancy in the Board occasioned by the resignation of Rev. Samuel Baker. In the following year A. W. Putnam presented his resignation, and Russell Houston was elected to fill his place. On April 29, 1858, at a meeting of the Board, it was ordered that the sexes be taught separately. Mr. McCombs resigned, and Dr. Howell took his place. On November 27, 1860, "this board here records the death of Rev. J. T. Edgar, pastor of the First Presbyterian Church of Nashville, Tenn., and, since the organization of the School for the Blind in Tennessee, Chairman of its Board of Trustees." He died in November, 1860. On April 22, 1861, R. J. Meigs, the Secretary, resigned. In the following September, W. S. Eakin was elected a member. February 2, 1862, owing to the war, no more meetings of the Board were held until December 2, 1865.

On January 6, 1866, Thompson Anderson was elected Trustee in place of A. L. P. Green. Judge E. H. East and M. H. Howard were also elected Trustees. Mr. Howell made a motion that E. H. East be made Chairman and W. C. Nance Secretary. Mr. A. V. S. Lindsey was elected a member of the Board in place of M. H. Howard, resigned. In the following year Francis B. Fogg was elected a Director in the place of W. F. Bang, and in 1868 Daniel F. Carter took the place of F. B. Fogg, resigned. In 1869 the vacancy occasioned by the death of Dr. R. B. C. Howell was filled by E. W. Adams.

September 3, 1873, Thos. B. White willed to the Blind Institution five hundred dollars (\$500) in stock of the Franklin Turnpike Company. In this year E. W. Adams was succeeded by George W. Smith.

THE SCHOOL REORGANIZED IN 1867.

A building was rented on Maple Street, in which the school was conducted for awhile, afterwards being removed to the old

Nichol house, near the corner of Union and Summer Streets; remaining there about one year, then changing to the Kirkman building, corner of Cedar and Summer Streets, in which house the school was conducted until October 12, 1873, when a removal to its present site, a gift from Judge John M. Lea and wife, was made.

Knowing the needs of the school and the impoverishment of the people, this generous benefactor had for some time contemplated doing something that would be a lasting benefit to the blind children of the State. Guided by the experience and advice of some eminent medical men, the present location was selected. The Claiborne residence, with about seven acres of land, was purchased for fifteen thousand dollars (\$15,000), and was donated to the school, to which it was conveyed immediately.

The Legislative Assembly of 1873 acknowledged the excellence of the location and the munificence of the gift by appropriating forty thousand dollars (\$40,000) for the erection of a building, upon a plan to be approved by the Governor, commensurate with the wants of a first-class institution, this sum to be used only in completing a part of the building, in accordance with the approved plan. The next Legislature made an additional appropriation of thirty thousand dollars (\$30,000), and the General Assembly of 1879 allowed a portion of the appropriation made for carrying on the school, and not used for that purpose, to be expended in making improvements upon the building. This building will stand as a lasting monument to the liberality of the lady and gentleman who influenced the Legislature, notwithstanding the indebtedness of the State and stringency in all departments of business, to make appropriations so generous that they have been seldom equaled, even by that most liberal and enlightened body, our present Tennessee Legislature.

December 14, 1872, the Board appointed Lindsey and Sturtevant a committee to make proper acknowledgements to John M. Lea for his timely and munificent donation of the spacious lot upon which to erect new buildings for the use of the blind.

February 13, 1873, a vacancy was occasioned by the death of Dr. R. C. K. Martin, who had been a member of the Board for many years, which vacancy was filled by the election of Judge John M. Lea.

May 21, 1874, Samuel Watkins was elected to fill the vacancy occasioned by the death of Daniel F. Carter.

February 2, 1878, it was resolved that J. M. Sturtevant be directed to go to Washington City and look after our claim for damage occasioned by Federal soldiers in the late war.

December 20, 1880, Mr. W. N. Evans was elected a Director in the place of the late Samuel Watkins.

October, 1871, there were forty pupils in attendance. The Superintendent said the utter inability of the State Treasurer, for the past two years, to pay the appropriations when they were absolutely needed and the impossibility of ascertaining when long delayed payments would be finally made, with other adverse circumstances, forced the practice of an economy so rigid that it partially defeated the object for which appropriations were made. Indeed, the school must have been wholly suspended had we not resorted to temporary loans to supply the deficiency occasioned by the non-payment of warrants.

About 1870, a workshop for the making of brooms was opened in a rented building, and though attended with extra care and expense, the wisdom of its establishment was soon made apparent by several of those taught being able to go to work for themselves.

December 24, 1871, the Superintendent's wife lost her life by the upsetting of a coal oil lamp, causing her dress to catch fire, which resulted fatally in six hours. In the fifteenth biennial report the Trustees make mention of this cultured and kindly lady in the following words: "The school has met a painful loss in the death of Mrs. Elizabeth W. Sturtevant, wife of our worthy Superintendent, who, for years, in modest Christian retirement, with unabating zeal, devoted herself with motherly tenderness to the service of instructing and caring for the blind in her charge."

Mr. Sturtevant had, in many previous reports, urged the necessity of the building being heated by steam and lighted by gas, fearing such a fatality for the pupils, but, alas! he himself must bear the dreadful affliction.

The number of pupils in attendance from 1875 to 1877 was seventy-three, five of the number having sight restored; one by gratuitous operations, the other four by natural means, such as healthy employment, without exposing their weak sight to the

light, and abundance of nourishing food and exercise suited to their systems.

So few avenues of self-support are open to the blind that it was thought expedient, in 1876 and 1877, to try the experiment of teaching telegraphy. Through the kindness of Mr. J. R. Parks, of Lavergne, Tenn., a teacher was procured and two of Mr. Parks' instruments used in giving the instructions. The lack of funds necessitated the discontinuance of this small expense, though the fact of its proving successful was undoubtedly established. But this industry has proved very unpromising for the blind; railroads and telegraph companies will not intrust their business, which often involves the care of both life and property, to one deprived of sight.

The number of blind admitted from 1877 to 1879 was eighty-eight. The general appropriation of March 26, 1877, limited the number of pupils to sixty (60). The following June there were sixty-two (62) pupils; so it was evident that some rule must be adopted in order to keep the number of pupils within the prescribed limit. It was decided, after careful consideration, to discharge all males over eighteen years old who had attended school for four sessions—the same rule to apply to females—whenever the further increase in the number of pupils made its application to them absolutely necessary.

Some new musical instruments were purchased, which materially increased the good accomplished in music, which is the best channel thus far developed for the majority of educated blind persons to gain a living.

In the Trustees' report of 1879 and 1880, it is stated that the necessity for the front center building to be elevated two stories higher, with tower, at a cost of eleven thousand seven hundred and thirty-four dollars and ninety-eight cents (\$11,734.98), commended itself to the last General Assembly, and though no direct appropriation was made, ample authority was granted to justify the Trustees in making the outlay.

The General Assembly, as well as the Trustees, thought it would be better to curtail the number of pupils for two years, if by so doing means could be saved out of the general appropriation sufficient to complete the building. January, 1881, the number of pupils was diminished to thirty-five (35).

In the Superintendent's report of the last date he says: "It

is a cause for congratulation that the building is wholly completed. It will, when the center and center wings are suitably heated and furnished, readily accommodate one hundred and twenty (120) pupils."

"The building has been completed, as before stated, in general accordance with the original plan in the way left open by the appropriation act of the last General Assembly, viz., by reducing the number of pupils one-half, by declining applications for admission of those who were over a specified age, by discharging teachers, by cutting down salaries, and other curtailments of educational advantages that would scarcely be thought economical in a first-class academy for seeing children, where teaching is less difficult than in a school for the blind."

During the session of the Legislature in the early months of 1881 the Superintendent and Trustees explained to the members of the Assembly the necessity for appropriations for a larger number of pupils, furniture, more apparatus for heating purposes, and the establishment in a separate building of a school for the colored blind in the State. They succeeded in getting the number of pupils increased from sixty (60) to one hundred (100) and an appropriation for the colored school.

The 7th of April, 1881, saw the final passage of the bill granting to the school the appropriation so long wished for, and which would have furnished it with all that it required. It also saw the ablest man connected with its history stricken down with paralysis of the left side, from which he never fully recovered. A second attack occurred November, 1882, and he died on the 26th of December following.

The Trustees, in their report to the General Assembly of 1883, make mention of him in the following words: "Mr. Sturtevant was the pioneer in the art and science of teaching the blind in Tennessee, and as such will always be remembered, and remembered gratefully; for to him and to his energy are we chiefly indebted for whatever good has been accomplished. He was not only eminent as a teacher but he possessed admirable executive ability, and to those qualifications was added the indispensable requisite of integrity."

The same report states that there remained from the appropriation made in 1881 a balance due the school of twenty-three thousand six hundred dollars (\$23,600). The Board did not

care to undertake any extensive improvements or expenditure of money, on account of the precarious state of the Superintendent's health. Prior to this the Board contracted to purchase property for the colored school, costing six thousand and eighty-six dollars and eighty-four cents (\$6,086.84), which was a part of the forty thousand dollars (\$40,000) appropriated by the act of April 7, 1881. The colored school was organized with colored teachers, under the supervision of the Superintendent of the white school, and a beginning was made not discreditible to a school much longer established.

1883 TO 1897.

L. A. Bigelow, of Western New York, was appointed Superintendent in January, 1883. During his administration, the organ which is now in the chapel of the school, was purchased. It was built in Nashville by C. S. Hahn and proved to be one of the best in the city. Its actual cost was two thousand three hundred and seventy-five dollars (2,375); and at least six hundred dollars (\$600) was saved by having it made here. Some minor improvements and alterations were made during this administration, of which the Trustees speak in the following manner: "It may be well to remark that quite a large sum of expenditures for the last two years of 1886 and 1887 may seem as extraordinary. About a year ago several attempts, whether prompted by malice or insanity, we have been unable to ascertain, were made to set fire to the building. It being our duty to take every precaution to save the lives of the pupils and to secure the safety of the property, it was deemed expedient to enlarge our facilities for obtaining water in case of any such emergency."

The report of 1885 shows that there was standing to the credit of the chairman, on the books of the First National Bank, in Nashville, the sum of two hundred and one dollars and sixty-five cents (\$201.65). This fund consisted of occasional offerings from individuals as an expression of their sympathy. The report says: "This little fund was increased by the sum of twenty-five dollars (\$25) in a legacy from a most estimable and worthy lady, the late Mrs. Mary Levy. The legacy, coming as it did, from one not overburdened with this world's goods, possesses a value far above its worth in money. It was only the gift of a few dollars from a venerable lady, but the spirit which prompted her in

her last moments on earth, a kindly remembrance of the helpless and unfortunate, gives to this benefaction an appreciation higher than would be due to a larger sum coming from an overflowing purse."

In May, 1886, L. A. Bigelow resigned, and in the following August the Trustees fortunately secured the services of S. A. Link, who having concluded a very successful year as Principal of an unusually large mixed school, was prepared to enter upon the work here with an experience and equipment which assured success. He was a broadminded, capable man, competent to fill almost any chair in a university; was a successful, graceful writer, and to him is due the credit of preserving many Southern authors and their works from oblivion. He was a lover of books and had that unusual gift of inspiring the love of reading in the young.

During his administration the school reached a high degree of excellence. He resigned in 1893 to become the President of the Tennessee College for Young Ladies, situated at Franklin.

On April 6, 1889, the General Assembly granted a special appropriation of five thousand dollars (\$5,000). The Chairman of the Executive Committee, J. G. Houston, used the sum of three thousand five hundred and fifty dollars (\$3,550) in purchasing from the city of Nashville a lot containing about one and three-tenths acres, adjoining the property of the school, for which one thousand seven hundred and fifty dollars (\$1,750) was paid, and the deed taken in the name of the State. The remaining one thousand eight hundred dollars (\$1,800) was expended in erecting a laundry, as required by the Act of the General Assembly. There was no immediate necessity for the expenditure of the remainder of said special appropriation of one thousand four hundred and fifty dollars (\$1,450), and it therefore was not drawn from the treasury.

In 1891, the death of J. G. Houston, a most useful and efficient member of the Board of Trustees, left a vacancy which was filled by the election of Judge J. W. Bonner.

During 1893, Herman Justi was elected to fill the vacancy in the Board of Trustees occasioned by the resignation of Judge J. W. Bonner; and Major T. P. Weakley succeeded C. W. Nance, who had been a member of the Board for over forty years.

David Lipscomb, Jr., was elected Superintendent in July,

1893, which position he held for four years. In May, 1893, the number of pupils enrolled was eighty-nine (89) white and twelve (12) colored, a total of one hundred and one (101). In 1895, the number of pupils enrolled was one hundred (100) white and fourteen (14) colored. Total one hundred and fourteen (114).

During the summer of 1894 the school, for the first time in its history, was required to pay water tax. The city government, always so thoughtful and generous, unwittingly laid upon us a heavy burden. No provision being made to meet such a contingency, money had to be taken out of the sustenance fund, an amount sufficient to have taken care of and educated three or four blind children.

Two vacancies occurred in the Board of Trustees of 1897—one by the death of Thompson Anderson, and the other by the resignation of George Smith. These two gentlemen were for more than a quarter of a century most faithful members of the Board of Trustees, always punctual in attendance on meetings, and ever ready for the discharge of duty. The former has gone, after a long life of usefulness, to a well-earned rest in a happier clime; the latter, though his life has been protracted for more than nine decades of a century, enfeebled in body but unimpaired in intellect, still remains with us, honored and respected for his public and private worth. Lemuel Campbell and L. Rascoe were elected to fill these vacancies.

In July, 1897, J. V. Armstrong, a teacher in the school for many years, was promoted to the position of Superintendent.

The number of pupils enrolled for 1897 was one hundred and fourteen (114) white and twenty-one (21) colored; total, one hundred and thirty-five (135). In actual attendance at close of school, one hundred and eight (108) white and twenty-one (21) colored; total, one hundred and twenty-nine (129).

A WORD IN SEASON.

One would think that every blind child in the State capable of education would cheerfully be sent to an institution provided with the means of removing the profound mental darkness in which, without the aid of State charity, they must live and die. But, either because the parents of those children can not believe the promises of amelioration held out to them, or because they are indifferent to it, or because they are, in most instances, unable

to pay the expenses of the journey here, it has been necessary to send an agent to persuade them to enter their children in the institution. But this is not the worst of it. There are many who will not be persuaded to part with their blind children, in spite of the manifest destiny of ignorance and want to which this obstinacy consigns them. There seems to be no remedy for this evil, unless the members of the Legislature, on returning to their districts and counties, can remove the prejudice from the minds of their constituents.

If the blind are not well educated, their lot in this busy world will be one of wretchedness; probably of want; perhaps of crime. It is pleasant to reflect upon what has been done to ameliorate the condition of the blind. A few years ago their education was something unmentioned and unknown; total physical darkness threw a gloom over the intellectual and moral life of its victim; if alms were given, his body was comforted, but no hand extended lasting aid; the sufferings of his mind were beyond relief; whether at home a drone, or abroad a wandering beggar, existence was alike wearisome to himself and a burden to others; had he once been a companion of princes, his fall was none the less abject, only more bitter; though free, the dungeon was still about him, so narrow that its impenetrable walls were just beyond his reach; not a familiar face, no work of art, not one enchanting scene of nature was open to his view. But now, though still shut out from the light of day—in a prison from which cunning nor giant efforts can ever set him free—he may yet feel that he is a man, scarcely less blessed than his fellows. He may seek work instead of alms; his hands, aided by invention, supply, in part, the want of sight; the eager ear performs a double task, and the bewitching treasures of knowledge fly open to his touch if legislative wisdom or private munificence can afford a golden key.

Obiter Dictum.

"The blind have this difficulty to meet in their life-work, that if one shows superior intelligence in any line, it is attributed by the public to some idiosyncrasy, called a wonderful gift, and passed by with merely a few expressions of astonishment, as if it had not cost years of labor. That all may see that these

attainments are but the results of toil, day by day, the school is constantly open to visitors, who may thus witness the chippings that bring the marble into shape."

It is a matter of discouragement to the pupils that visitors are often directed to the other schools of the city by our local directors, while this is ignored. This makes them feel that the world is unwilling to recognize them as students, and causes them to fear that this same world will refuse to welcome them among its workers.

The literary department of a school for the blind necessarily covers a wide range of teaching. Primary, common school, and high school work must all be done by the same corps of teachers, in the same building. From the nature of the case, this must be largely done by teaching individuals, not classes, especially during the pupil's earlier years in school. This makes even a larger number of teachers needed than are now employed. The constant purpose is to make instruction in the common school branches so thorough that the pupil may leave school prepared to stand the test anywhere.

The policy now begun of giving a liberal education to those who enter early, and justify this by diligence and advancement, should continue. The time is not far distant, we may well hope, when opportunities for the most extensive culture will be possible to the blind.

"Whatsoever may be done by the State in the way of financial aid, or what suggestions soever may be made by the Trustees, the real efficiency and usefulness of the school depends upon the just, impartial, and intelligent management of the Superintendent."

Curriculum.

The following is our curriculum :

Spelling, Reading, Language Lessons, Grammar, Etymology, Rhetoric, Literature, Latin, French, Mental Arithmetic, Practical Arithmetic, Algebra, Advanced Algebra, Geometry (Plane and Solid), Geography, French and Tennessee History, Physiology, Psychology, and Civil Government.

Musical Department.

As music is the most lucrative employment for the blind, every child who enters the school is required to devote a considerable part of the time to this study. One hundred and six pupils are trained in vocal music; seventy-nine receive piano lessons, and seven of the more advanced pupils receive lessons on the pipe organ. Our twelve pianos are in constant use from 8 o'clock in the morning until 8 o'clock at night, and the deep tones of the great organ reverberate through the house almost every hour of the day.

We endeavor to familiarize the pupils with the better order of composition, so that their minds will be gradually enlarged and their tastes cultivated to comprehend and appreciate the classical works of the best masters. We endeavor, as far as possible, to prevent the introduction into the school work of any music that savors of the vaudeville or of the street. The large and appreciative audiences which have attended the concerts of the past session attest the excellent character of the music rendered. Our chorus is said to be the best in the city, and our soloists, both vocal and instrumental, are fully equal to any seminary within our borders, while our band, composed of boys ranging from ten years of age to twenty, is equal in accuracy and precision to many bands consisting entirely of grown men.

Elocution.

Elocution is the art of clothing and expressing thought in suitable and proper language. From the earliest dawn of history down to the present day the art has received considerable attention from men in all conditions, and formed a potent factor in their development; the foremost man in the community or tribe was he who could give utterance to his thoughts—who, by his burning, impassioned words, could sway the people from tears to laughter, from joy to rage, from servile submission to resistance, to independence, and to acts of greatest heroism. They were the prophets, priests, and princes who guided the nations in their progress from barbarism to civilization and refinement. The Rhapsodists of Greece, the Troubadours of the middle ages,



and the orators of our own time have crystallized in imperishable language the best and noblest thought of their respective periods. To memorize these immortal productions strengthens the memory, stores the mind with the wisdom and lore of the ages, enlarges the vocabulary, teaches the meanings of words and their uses, the construction of phrases and sentences and a true conception of the spirit that caused their creation. We are thereby enabled in some degree to read or recite their words in the same eloquent manner in which they were originally delivered.

The art of speaking and reading has been very much neglected in our common schools, and but few of the graduates of even our best seminaries are able to read with intelligence and ease. As this is purely a mental operation, the blind will occupy precisely the same plane with the seeing. Homer did not need Apollo's bright, effulgent car to light him to Olympus. Minerva and the muses were his guides, and the gods, the Greeks, and the Trojans lived and moved in every line. Milton felt the divine afflatus, and wrote as few have ever written. He laid bare the human heart, depicted the simple trust and faith, the hope and love that move our every purpose, the splendid capabilities and god-like powers, as well as the foolish, fond weaknesses which draw us away from truth and rectitude to shame and sin. He did not need the light of day to create the sublime personnel of the immortal *Paradise Lost*. He heard Jehovah's voice and felt the rush of angels' wings. Saunderson, though surrounded by a rayless night, taught his pupils the laws which govern the reflection of light, how to weigh the earth and sun, and where and what the Pleiad is.

This field opens to the blind great opportunities. The well-trained speaker can always find an audience. He is always an important personage in his community. He is recognized as a power at every gathering at which he happens to be present. The church, the bar, and the forum are open to him. Illustrious blind men have shown the way. Sir John Fielding, Chief Justice of England; Hon. Henry Fawcett, Member of Parliament and Postmaster General when Mr. Gladstone was Premier; and our own Dr. Milburn, Chaplain of the United States Senate, are surely instances sufficient to show what blind men can do when trained and educated.

My long experience as teacher of elocution in colleges and

universities, and my connection with the Tennessee School for the Blind for some years past, enables me to state without qualification that the capacity of the blind to learn to recite and declaim is in every respect equal to that of the seeing; and that the late declamatory contest of the students of the school evinced a power and talent far above the ordinary, and I cheerfully and unreservedly indorse the foregoing statement of the Superintendent.

JOHN LOWRY, A. M.

Physical Culture.

NASHVILLE, May 25, 1898.

Prof. J. V. Armstrong, Superintendent, Tennessee School for the Blind:

DEAR SIR—I beg to submit the following as a report of the past year's work in the line of Physical Culture at the Tennessee School for the Blind:

Physical Culture, as a branch of modern education, is being recognized every year by leaders in every class of school and college work as of increasing importance. The harmonious development of the three-fold nature, viz., the mind, the spirit, and the body, is fast becoming the aim of every educational institution, from the kindergarten to the university, and the development of the last of these three, the body, is universally ceasing to be looked upon as of minor importance and only incidental. Indeed, it must be acknowledged as essential equally with the other two, and may, in a sense, be considered the base upon which they rest; for the highly developed intellect or the pure and stainless soul fail of their mission and become fruitless when coupled with a weak and diseased body. Vitality and energy are the corner-stones of every noble and well-rounded specimen of human life, and the care and development of the forces which generate these two elements of character must not be neglected. One by one schools and colleges have been brought fully to realize this truth, and compulsory work in gymnastics and calisthenics now forms a part of almost every school course.

In respect to schools for the blind, there is a popular impression that both methods and work must be essentially different from those of other schools. Especially is this so as to work in Physical Culture. But the experience of men and women who have been and are engaged in work among the blind, shows conclusively that they differ from seeing children only in this one respect. They expect and should receive the same treatment, the same instruction, and the same kind of attention and training. The blind boy or girl should be taught the proper use and exercise of every muscle of the body, should understand the use of every apparatus and means for their proper development, and should be as duly impressed with the importance of exercise and physical culture as their brothers and sisters who have the priceless gift of sight. Indeed, as their power of free locomotion

is greatly limited, and they are thus in a considerable measure cut off from much involuntary exercise to be had in games and outdoor sports which tend to give a person quickness of action and use and control of the body, they are the more entitled to proper instruction and training in the care and development of the physical side. They should, though not without proper caution on the part of the instructor, be taught gymnastic work and feats not essentially dangerous, for through such work they are best taught use and control of the body. Agility, the result of athletic training and exercise, has enabled many, both men and women, to avoid injuries which otherwise might have been serious or even fatal. This agility the blind boy or girl needs perhaps more than anyone else, since they are most liable to injury from exterior causes. Thus it may be seen that physical culture is equally as necessary, if not more so, in schools for the blind as in those for the seeing, and that methods of work need not be essentially different.

As to the work in detail, it should be of so varied and yet so systematic a character as to develop harmoniously all parts of the body. Secondly, it should be adapted to the sex and age of the pupil, as to whether it should be light or heavy work. Youths and larger boys can stand and should have heavy work, while smaller boys and girls should be confined to work of a lighter and less fatiguing kind. Furthermore, the work in each one of these classes should increase in degree and amount as the class progresses. Thirdly, every available apparatus, exercise, and drill should be used, as this will give variety to the work, keep up the interest and zeal of the class, reach and exercise the greatest number of the body's muscles, and acquaint them (the pupils) with the many different modes of gymnasium and calisthenic work. In the work this past year, though considerably handicapped, we have endeavored to follow out these rules, and have, we think, in part succeeded, believing that along with the exercise there has been some addition to the general knowledge of the class. The instruction has included elementary figures of regular military marching, dumb-bell drills, Indian club-swinging, exercises on parallel bars, horizontal bar, and vaulting bar, and some elementary work in mat-tumbling. With the exception of some few, naturally disinclined to any exertion whatever, the class has, we think, enjoyed and received much benefit from the work. Many of them frequently remained after class hour to get additional work and instruction, especially on the apparatus, and this was gladly given them. The bars or apparatus placed in the side hallway of the third floor were used considerably by the boys during recesses and holidays, and with much benefit, indirectly augmenting the short time allotted to the work. On the whole we believe it can be safely asserted that the health of the scholars during the year has been very much benefited by their participation in this work, and that they have returned to their homes better and stronger for it.

If it is the pleasure of those in authority to continue regular work in this branch next year, it might not be amiss to suggest a few changes, involving little or no expense. In the basement of the north side there is a room which would serve very nicely as a gymnasium. The ceiling is at present too low, but this could be remedied by removing the flooring, at least in part, and covering the ground, especially underneath apparatus,

with saw-dust. Additions to present stock of apparatus could be made from time to time. Further it would be well to grade the classes and divide them into four in all, two of boys and two of girls, and so arrange them that each class could have at least three hours' (of forty-five minutes) work a week; classes so scheduled as not to conflict in the use of the room. This could be accomplished with little or no extra expenditure of money.

Respectfully submitted, and with many thanks for kindnesses,
Yours very truly, S. V. GARDINER,
Instructor in Charge.

Report

OF THE CONDITION OF THE STUDENTS IN THE TENNESSEE SCHOOL FOR THE BLIND, MADE MARCH 1, 1898.

NUMBER IN ATTENDANCE.

Whites.....	105
Colored.....	20
	—
Total.....	125
Males.....	58
Females.....	67
	—
Total.....	125

Ages ranging from 9 to 27 years.

CONDITION OF VISUAL APPARATUS.

Totally blind	36
Having only perception of light	39
Able to distinguish fingers	20
Able to read very large print	18
Able to read small print with difficulty.....	8
Able to read small print after treatment.....	4

APPARENT CAUSE OF LOSS OF VISION.

Congenital defects	30
Of which are, Cataract.....	7
Albinismus.....	1
Coloboma	2
Squint, conical cornea, undeveloped optic nerve, etc.....	10

ACQUIRED AFTER BIRTH, WITH APPARENT CAUSES.

Ophthalmia Neonatorum.....	17
Traumatisms, burns, escharotics, etc	7
Purulent Ophthalmia	6
Trachoma	4

Cataract, chronic keratitis and iritis, corneal ulceration and destruction, extreme astigmatism, pannus, opacities and staphyloma of the cornea,

degeneration of the optic nerve, atrophy of the eye-ball, etc., make up the remainder of the list.

Most of these resulted from causes wholly unknown and unascertainable; others, from statements of pupils and ascertainable facts, may be ascribed as follows:

Scrofula, not conclusive	2
Measles	4
Scarlet fever.....	2
Typhoid fever	1
Whooping cough	1
Diphtheria	1
La grippe	1
Small-pox.....	1
Cerebral and cerebro spinal meningitis.....	7

Many of these cases have evidently resulted from inflammations of the deep tunics of the eye, causes not ascertainable, and which might have been relieved if treated in time, as also most of the cases of ophthalmia neonatorum, many of the latter class being of specific origin. Two or three other cases, originating in more advanced years, also show evidence of specificity.

Several cases show evidence of former operations of cataract extraction, iradectomy, etc., with more or less benefit, usually less. Dr. T. H. Wood has recently operated upon all of the apparently operable cases, some with much benefit; and it seems probable that a few will be so much benefited as to relieve the institution of their further care.

CONCLUSIONS.

Cases in which other members of the family are similarly affected. 8

Cases having nystagmus 15

From the number of congenital defects, and also the number in which other members of the family have similar defects, it looks very much like heredity played an important part as a causative factor. The suspicion of scrofula or tuberculosis is discernible in two or three cases.

The pupils seem robust and healthy as children from other schools. A feeling of contentment and cheerfulness, with a desire for the acquisition of knowledge, seems to pervade the institution.

The only peculiarity observed among the negro pupils was an entire absence of the two conditions, trachoma and nystagmus, so frequently observed amongst the white pupils.

Respectfully submitted,

J. S. CAIN, M. D.,
Physician in Charge.

The Sewing-Room.

In this department, one of the most useful in the school, the girls learn to sew by hand, to manage the sewing machines, to cut out and fit dresses, to make all their underwear, and sheets,

pillow slips and table linen belonging to the school; and many of them, on leaving school, to make their support in part, and be a welcome member to any household.

The following is the number of articles made in the sewing-room during the session:

Sheets	98
Towels	66
Table cloths	6
Dresses	92
Shirt waists	11
Aprons	9
Drawers	7
Napkins	120
Pillow cases	149
Clothes bags	10
Skirts	21
Night dresses	28
Jackets	1
Quilts	1
Mattresses	5
Pillow ticks	10
Total	636

Fancy Work.

In the fancy work department, in beads and worsted, the interest of the pupils never flags. The work affords a pleasant employment, and, in after life, a means of support. I have recently had letters from a number of our ex-pupils, in which they state the work learned here has been very remunerative, and has occupied what otherwise would have been many a lonely hour. We furnish the children beads, wire, and any other material they may want to take home with them, at cost; and some of them make money enough to pay for their necessary clothes during the session. The manufacture of nets and hammocks has recently been added to this department.

Work Shop.

The work department consists of broom and mattress making and chair caning. Every boy who enters the school is required to devote one or more hours each day to learn the crafts taught; not only to make the hand dexterous, but that he may have something to fall back upon, if better things fail.

The following is the list of articles made during the session :

Brooms	887
Barber brushes.....	10
Pillows.....	20
Whisk brooms.....	12
Mattresses.....	8
Chairs	22
Total.....	959

Conclusion.

This report is a compilation of the wisdom and experience of many able men, who have given their life's best thought to the education and uplifting of the blind; and who have, by their earnest and patient effort and influence, established the principle that the blind are equally entitled to an education with the seeing; and that when educated they must be permitted to compete with the seeing in any profession or business for which they are fitted, without prejudice or favor.

Wherever I have found material pertaining to the subject in hand, I have appropriated it at once, but preserved the original form, without change or alteration, whenever it was possible; and I am indebted to instructors of the blind, in both this country and in Europe, for much that appears in these pages, for abler minds and better trained pens have adorned the field in which I am but an humble laborer.

Until 1832, there was not a dollar spent for the education of the blind in the United States, and the pioneers in this good work never dreamed that the seed sown by them would have borne such a bountiful harvest. Thirty-six schools for the blind, in almost as many States, and nearly four thousand students in attendance, is surely a grand result from such a small beginning.

Appended to this report will be found sketches of a number of our graduates, written in reply to my request, showing in what business they have been engaged, and how they have succeeded since leaving school.

Your very obedient servant,
J. V. ARMSTRONG.

Founder.

JAMES CHAMPLIN.

Trustees.

[AT DIFFERENT TIMES.]

REV. J. T. EDGAR, D. D.,	C. H. HOWARD,
REV. R. B. C. HOWELL, D. D.,	FRANCIS B. FOGG,
REV. J. T. WHEAT, D. D.,	A. V. S. LINDSEY,
REV. A. L. P. GREEN,	E. W. ADAMS,
DR. JOHN YOUNG,	DANIEL CARTER,
DR. ROBERT MARTIN,	GEORGE W. SMITH,
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R. J. MEIGS,	WILLIAM EVANS,
J. W. MCCOMBS,	COL. E. W. COLE,*
J. H. PUTNAM,	JOHN G. HOUSTON,
W. F. BANG,	JUDGE J. W. BONNER,
RUSSEL HOUSTON,	HERMAN JUSTI,*
REV. SAMUEL BAKER,	MAJ. T. P. WEAKLEY,*
W. S. EAKIN,	L. RASCOE,*
THOMPSON ANDERSON,	L. R. CAMPBELL,*
E. H. EAST,*	JOHN M. LEA.*

Superintendents.

[AT DIFFERENT TIMES.]

WM. H. CHURCHMAN,	J. M. STURTEVANT,
E. W. WHELAN,	S. A. LINK,
J. G. BERRY,	DAVID LIPSCOMB, JR.,
— FORTESCUE,	L. A. BIGELOW,
J. V. ARMSTRONG.†	

* Present Board. † Present Superintendent.

Alumni Letters and Sketches.

DR. F. J. CAMPBELL.

F. J. Campbell, LL. D., Superintendent of the Royal Normal College and Academy for the Blind, Upper Norwood, London, England, was born in Winchester, Franklin County, Tennessee, in 1832. He lost his sight when very young, from a wound made on the eye by the thorn of a locust, or acacia tree, and was one of the first pupils who entered the School for the Blind at Nashville, in 1844.

He was a boy far above the average, and so rapid was his progress that, in 1850, he was elected teacher of music. A vacancy in the superintendency occurring, Mr. Campbell, who was only eighteen years of age, was placed in full charge of the institution for some months. When Mr. Sturtevant was appointed Superintendent, Mr. Campbell resumed his former position, which he held until 1856. Having married about this time, and requiring a wider field for his energy, and greater emoluments than schools

for the blind were then able to offer, he organized classes in music among the seeing, and met with considerable success.

During the troubles in the early '60's he visited Boston, and was employed by Dr. Howe and placed in charge of the musical department of the Perkins Institute for the Blind. He was not only a good pianist and a master of theory, but he knew better than most men how to impart knowledge to his pupils, and how to inspire them with a determination not merely to succeed, but to excel.

Insurrections in Crete, and troubles in Greece in 1868, en-



DR. F. J. CAMPBELL, DECEASED.

grossed Dr. Howe's attention, and on leaving this country with supplies for the insurgents, he placed Mr. Campbell in charge of the institution until his return, which occurred the year following. When Dr. Howe returned, Mr. Campbell resigned and went to Germany, hoping to find in that country the medical skill that might relieve his afflicted wife from her great suffering. Upon the eve of his return home he became acquainted with an English gentleman, who gave him a letter of introduction to Dr. T. R. Armitage, of London, a man to whom the blind of Great Britain, and indeed all of Europe, are indebted for the excellent schools they possess, and for the large number of books which are annually printed, and for placing those books and school apparatus of all kinds at a price considerably below cost.

Dr. Armitage was a surgeon in the English army, and served in Crimea. At the conclusion of the war he found his sight very much impaired, and soon after he became almost blind. He was an energetic, philanthropic man, possessed of large means as well as a large heart, and both were used freely in the service of the blind.

When the Doctor met Mr. Campbell, he found in him the man for whom he was searching. He engaged him at once, rented a house, and a school was opened with several blind children. The school was supported entirely by donation. The government had as yet made no provision for the education of the blind. The wealth and position of Dr. Armitage enabled him to procure the interest of Mr. Gladstone, Mr. Morley, Sir Lyon Playfair, the Earl of Shaftsbury, the Duke of Westminster, and many others, who contributed liberally in aid of the enterprise, and the school was a success.

When Mr. Campbell opened his school in London, the schools of England were little more than workshops and asylums. But soon the energy and ability of this intelligent and enterprising American revolutionized their entire system. His school became the model, the pride, as well as the wonder, of all England. Honors were showered upon this successful man. The degree of LL. D. was conferred upon him by the University of Edinburgh; he was presented to the Queen, and to-day occupies the distinction of being the foremost blind man in the world, and of presiding over the best and most successful school for the blind in existence.

TRIMBLE, TENN., February 28, 1898.

Mr. J. V. Armstrong, Nashville, Tenn.:

DEAR SIR—Yours of the 18th was received the 22d, which I will endeavor to answer. I will begin by saying that on May 28, 1891, I left school, which is now nearly seven years ago, through which time I have been at home occupied with home duties. I have done every kind of work that it takes to keep house, such as washing, ironing, milking, making beds, sweeping, dusting, sewing, knitting, and many other little turns about the house which I will not mention. I also raised chickens for the market. From January 10th to March 13th, last year, I taught music near Humboldt. I made some bead work and sold it while I was there, and received in all \$16, my board and washing; I only had three pupils. When I took charge of them they knew nothing much about music; while I was with them they learned to read music quite well, also to play the seven major scales and their chords, and several exercises and pieces in the following times: 4-4, 3-4, 2-4, 6-8, 3-8; they could write music in each of these times, placing each note on its proper line or space. This is all the teaching I have done from home; I teach the little ones here both in music and literary studies. I have an opportunity now of a music class near Gadsden, Tenn., but having no one to keep house in my place I will have to miss it, unless I can get them to wait until fall; perhaps by then I can make arrangements to go, provided I can not do better elsewhere. So you see my chance is bad, and has been all the time. Owing to sickness and afflictions of my family I have been obliged to stay at home. I have now made my statement as to what my occupation has been since I left school, and as I have received nothing except board and clothing, I can not tell what I have earned annually, but I feel safe in saying that I have supported myself. I will now leave it for you to decide whether I have in any way been beneficial to any one or not.

With my best wishes to the school, her officers and teachers, I will close by saying long live her good and noble Superintendent, J. V. Armstrong. I hope to be remembered by you all.

I remain as ever your friend,
ELIZA GLASCOE.

I graduated at the Tennessee School for the Blind in May, 1895. The following September I was employed as teacher in the literary department of that institution, where I have since remained. The first year I earned my board and \$240, the second year the same, and the third year my board and \$270. I have also given music lessons to a few children during vacation.

LULA McCAYL.

I was educated at the Tennessee School for the Blind. I was a pupil teacher on a small salary for three years before leaving school. In 1877 I returned home to the mountains of East Tennessee to try to find employment. Living as I did in a rural district, away from any railroad or large town, and with no influential friends, I was often very much discouraged.

When work could not be found elsewhere I made myself useful teaching the little ones at home. But honest efforts are generally rewarded, and work was found. I taught two subscription schools, and the parents seemed very much pleased with the progress of their children. I afterwards succeeded in getting music pupils, sometimes teaching in private families and at other times having very good classes.

Seven years passed away, and I had the satisfaction of feeling that I was not a dependent; I had earned enough money to pay my board, to clothe



GRADUATES IN PRESENT FACULTY.

MISS LULA McCAULEY.

MISS NELLIE HAMMONTREE.

GUY FRANCIS.

myself comfortably, and a few dollars to help others. I had convinced the community that a blind person could work, and could do the work as well as a person who could see; and I think if another should be so unfortunate as to be left in our neighborhood he would not find it so hard to get employment.

In 1884 I was offered a position in our dear old school, which I accepted, and have been teaching there ever since, on an average salary of \$270 a year and board.

NELLIE HAMMONTREE.

MEMPHIS, TENN., March 18, 1898.

Since the close of my school career in '93, the time has been spent actively, either mentally or physically. I have had to labor under all kinds of disadvantages, arising from natural causes, and still have them to fight. My schooling has often enabled me to change a defeat into a victory. Many times it has been necessary for me to change my line of work that my income might be increased, thus showing the practical value of the education received. I have taught music in very prominent families, both in the city and in the country; in every case satisfaction was expressed. Socially I have been well received. Many complimentary favors have been shown me by those who are in the same profession.

I have been able to clothe myself and pay my guide. I have often been an important auxiliary in providing for the family. I have realized from two pieces of my own composition—a march and a duet—in this town only, about two hundred dollars. Witsstan carries my music in his stock. I have done much tuning, which was satisfactory in every case.

CHAS. S. WEAVER.

PHILLIPS, ARK., March 4, 1898.

To the Tennessee School for the Blind:

Has the school benefited me? In answer to this question I will say, to have enjoyed the privileges, I owe all that life has ever given to me of pleasure and usefulness; but this is not the offering I should like to place in the pages of its history, for, owing to circumstances which it would not be well here to explain even if space were allowed, my work has not been what I could have wished; so, with no excuse to offer as to why I have not done more, the following are, as near as I can recall them, the events since the close of my school life:

I left school in the year 1886, but the following terms of '86 and '87 I held a position there in the primary department and bead work. Since that time my connection with the school has been entirely severed.

In the summer of 1887 I came to this place, which has been my home since that time. My first work here was the instruction of a music class of nine pupils. The money thus realized was used in part payment for a piano, which I have succeeded in buying on the installment plan, with the assistance of my brothers. This was in '88. During the next two years I had no work to speak of. In 1890 I taught a class in Hampshire, Tenn., which enabled me to finish paying for the piano. In the autumn of '92, when returning from Tennessee, I met the Superintendent of the Arkansas School for the Blind, Dr. John H. Dye, who gave an opportunity of further pursuing my studies, which was gladly accepted, and the same autumn found me enrolled as a pupil of the school. I took only a few studies, spending most of my time teaching music, but my health was not good and I returned home before the close of the session. The next year I returned to Little Rock, but in December was seized with an attack of typhoid pneumonia, and in the following January I gave up entirely the plan of studying. My object in attending that school was to gain a reputation as a teacher,

where I hoped in time to secure a position. This I believe I could have done had the blessing of health been mine. From the last-mentioned date up to '96 I had no work at all, but in that year I again taught a class in Hampshire, Tenn., which is the last work I have ever done, the past two years being spent in vainly trying to find some employment. And so, with best wishes for the future prosperity and upbuilding of the school, I am one of its sincerest friends.

GERTRUDE LEFTWICH.

PUTNAM COUNTY.

I have taught my sister's and neighbors' children. I sew and knit and do almost all kinds of work. My parents say I have supported myself and have been a great help to them.

LAURA THOMPSON.

YORKVILLE, TENN., March 4, 1898.

I left the School for the Blind at the close of its forty-ninth session. I tuned and repaired pianos and organs for about six months. In July, 1894, Mr. Baker, Mr. Forrest, and I went into the broom business, where I worked about two months; not being satisfied, I sold out to my partners, and have been working at home ever since. I occasionally get an organ to repair through the country.

I have always made my own support and some money extra—about \$75 a year.

ED. C. WAMBLE.

LA VERGNE, TENN., March 8, 1898.

Mr. J. V. Armstrong, School for the Blind, Nashville, Tenn.:

DEAR SIR—In reply to yours of a recent date requesting me to give you a sketch of my life since leaving school, will say:

I finished my course in the school in June, 1886, and during the remainder of 1886 my health was so bad that I was unable to do any work. In 1887 I taught music at La Vergne, and at Smyrna, Tenn. I was tolerably successful and suppose I made about \$200 that year; 1888, I taught vocal classes in Wilson County, and averaged about \$15 a month; 1889, I went to Sparta, Tenn., and taught music there and at Bon Air, six miles beyond Sparta. I was very successful, and had as much work as I could do, teaching and repairing instruments. I made about \$50 per month. I continued working at Sparta until 1894. I taught at Cookeville, Tenn., and made about \$25 per month. In 1895 I worked with D. H. Baldwin & Co. six months, selling pianos and organs. I canvassed Rutherford, Sumner, and Smith Counties in 1896 and 1897. I have been working in La Vergne and in the neighborhood of Smyrna, teaching and repairing pianos and organs; I have also been buying old instruments and repairing them and selling them at a good profit, in this I have been assisted by R. Dorman & Co., Nashville, Tenn. They have furnished me several instruments at very low prices and on very liberal terms. My health for the last nine years has been very good. I think in the territories which I have worked it will be easy for blind people to get work. I have always tried to do my work right and, in most cases, it has

given perfect satisfaction. If I am as successful in the future as I have been in the past I shall be very well satisfied. I have made many friends, and hope that with their help and what I can do myself, that the remainder of my life will be spent in doing my duty and in trying to benefit others. I suppose since leaving school I have made an average of about \$220 per year.

Your friend,
W. I. TRAYLOR.

Nearly nine years have elapsed since I left the Tennessee School for the Blind. On the 5th of June, 1889, I received my certificate of graduation from that institution, both in musical and literary departments. I was eager to obtain a college education, not only for my own sake but also to convince the world that it is possible for a blind man to enter college on the same footing with young men who have their sight, and to accomplish the same results. I entered into correspondence with Mr. Dabney, President of the University of Tennessee, from whom I obtained a scholarship in that university. I entered the Sophomore Class of the university in September, 1889, together with another young man who had been my classmate at the School for the Blind. The President and professors entered into hearty sympathy with us from the beginning, and rendered us every assistance in their power. It was hard at first to get the students to believe that we could study with them. They believed that if they read to us they would not only be obliged to read but to explain everything they read, but we soon convinced them that we could be of mutual help. In many of our studies we made over eighty per cent, and in some we reached, or went beyond the mark of distinction, which was eighty-five per cent. We remained in the university until 1892, when we received the degree of B. A. About six months before my graduation from the university I was convinced that it was my duty to preach the gospel, and on July 11th, a little more than a month after my graduation, I was granted license by the Quarterly Conference of the M. E. Church, South, at Winchester, to preach. In order that I might better prepare myself for my life-work I entered the Biblical Department of Vanderbilt University in September, 1892. It was thought by some that I could not take the course in Theology as taught at the Vanderbilt, on account of my lack of sight, and I was anxious to make them see that if a blind man failed in getting an education it was owing to lack of capacity, and not of sight. While there I won the A. L. P. Green Medal, which was awarded to the best reader of Scripture and Hymns, and the Elliot F. Shepherd Prize, which was awarded to the best essayist in history upon the subject assigned by the professor in that department. I mention these things not to parade my own abilities or achievements but to show that it is possible for blind students to compete successfully in such matters with students who can see. In June, 1895, I received my B. D. Degree and was admitted on trial into the Tennessee Conference the following October. My first pastoral charge was Fillmore-street Church, a little mission located in South Nashville. I labored for two years with some degree of success. In my pastoral work, which some of my friends thought would be specially hard for me, I found the least difficulty.



GRADUATES OF THE SCHOOL.

J. M. BAKER.

E. C. SCRUGGS.
SAM'L GILL.

MISS MAY CUTTER.
MISS EMMA BOYD.

ED. WAMBLE.
FRANK STRICKLAND.

THOS. COLEMAN.

I received for my first year's salary \$270; and for the second, \$212. Of course a preacher's salary is variable—he rarely ever gets a large salary, and he does not always get what is promised him. Last October, the customary two years' probation for an itinerant minister having expired, I was, by an overwhelming majority, received into connection into conference and was appointed to Watkins' Grove Mission, a little church about two miles south of Vanderbilt, where I am at present laboring. The salary which is promised me is \$225. My work bids fair to be successful this year. This is an account of what I have done since I left the Tennessee School for the Blind, which I give, hoping that it will accomplish the purpose for which it was intended, namely, to prove to the people of our State that our pupils are self-sustaining, and that the training they receive enables them not only to sustain themselves but to occupy positions of usefulness in any calling they may choose.

FELIX COLEMAN.

(Copy from biennial report, 1891-92.)

UNIVERSITY OF TENNESSEE, KNOXVILLE, March 3, 1890.

To Prof. S. A. Link, Superintendent Tennessee Institution for the Blind, Nashville, Tenn.:

MY DEAR SIR—As our intermediate examinations are now complete, it appears an appropriate time to write to you as I promised to do about your friends and pupils, Messrs. F. S. Hall and F. H. Coleman, now students of this university. These gentlemen entered the Sophomore Class of the Latin Scientific course with ease, making good standing at the entrance examinations. They might have entered higher, perhaps, in some of their studies, but preferred to be regular. They took positions at once near the head in all their studies, and they have recently passed their first regular examinations with great credit; their average grades are decidedly above the average of the class, and place them in the front rank in everything. They are especially to be commended for their success in mathematics, trigonometry, and graphic algebra, and in chemistry—studies peculiarly difficult for the blind. They have done all the work of their class without favor or omission, standing shoulder to shoulder with the best members, and promise to continue to do so. I learn that they take an active and equal part in the work of the literary societies and other student organizations. It is needless to tell you that these gentlemen maintain a high character for honor and morality. Their success should surely encourage the blind to attempt anything.

With the admirable technical and general training which your noble institution gave them, these young men seem to have almost entirely overcome their blindness, and to be equal in all respects to any other student. In fact, they are superior to the average seeing student in earnestness and zeal.

Wishing you and all of your pupils the richest blessings of a kind Providence, I remain,

Yours faithfully,

CHARLES W. DABNEY, JR.,
President.

The school has been of incalculable value to me in opening to me a field of pleasure through the channels of music and literature, to which I was a stranger before. In a more material way I have been benefited by being able to make my own clothes, and also to make numerous articles of fancy work. I suppose I could support myself with my fancy work if it was necessary.

PEARL KING.

I graduated May 29, 1895. It will be three years the 30th of May since I bade my last farewell to the old place, schoolmates, and dear friends. I have not been able to get anything to do. I have tried to get work, but people ask me "how can anyone who can not see teach?" And it is difficult to get some people to understand the good that an education is to one who can not see. I am willing to work if I can get any to do; but, if I do not get any to do, I would not be without an education. No. Education gives beauty to the human life, as the blooming of flowers and singing of birds gives beauty to the season of springtime. I appreciate my education, and I feel that it is a great benefit to me. If I meet with literary people I enjoy conversing with them; if I have business, such as the controlling of property, collecting of rents, etc., I can do it, while if I had no education others might control it as they choose.

OTHELLA McMURRAY.

I was born August 15, 1871; had as good eyes as anyone until I was nine years old, when I became totally blind. I had gone to the public schools before I lost my sight. I could read some, but after I went blind it was of no benefit to me. I never heard of the Blind School until I was about thirteen years old. I was always very ambitious, and when I heard of the school I resolved to enter the school and see if there was any way for a blind man to make a support, as I knew I would have to support myself, as my parents were very poor. I went to school for nearly five sessions. I learned enough in the literary department so that I can go in any kind of society and talk with the smartest of people who have eyes. I also learned the broom trade, which I have never followed. I learned to make mattresses also, which I have worked at some. I can seat a chair as quick as anyone. This goes to show what benefit the school has been to me, for I could make a living at any one of these trades. I consider the school one of the grandest institutions ever established by human agency. I have for the last five years been traveling salesman for a fruit tree nursery, and have made from two to four hundred dollars per annum.

I have made money and bought a good farm, which will support me, but I will continue to work, for the good people of Tennessee have said that the blind should have an equal footing with those who have eyes. I thank God for the institution that has brought me on a plane that I am self-supporting. I am thankful for the good the school has done me, and sincerely hope that every blind child in the State will take advantage of the opportunity afforded by the school. I would not for the whole world be deprived of what I know

nor what the school has taught me. I am self-supporting, and help relatives and friends. This is all due to what the Tennessee School for the Blind has done for me.

R. LEE WEBB.

The January session of the County Court of Gibson County for the year 1891 surprised and alarmed the teachers of the county by announcing that they had elected Mr. J. W. Baker, a man totally blind, to the office of County Superintendent of Public Instruction. Numerous were the questions and surmises as how he could proceed with the business, and grave were the doubts and fears expressed as to the possibility of his filling the office acceptably. Mr. Baker went to work and worked with a will and purpose. He took into his counsels the oldest teachers for the benefit of their experience, the younger for the energy and strength, and all the others, that he might benefit them, and thereby benefit the schools. Soon he had all moving forward with more unanimity than had ever been seen in this county. He made a permanent organization of the County Teachers' Association, with regular monthly meetings, instead of the spasmodic institutes. He visited and inspected all the schools. He criticized, advised, and stirred up lagging teachers, and aroused interest in magistrates and school directors. He put into execution the system of grading schools as recommended by the State Superintendent, showed its advantages, and gave efficient instruction in its use. He organized the Teachers' Circulating Library, for professional reading and improvement, and succeeded in getting two hundred volumes of history, pedagogy, psychology, and general literature to circulating among the teachers of the county. He went into all the work of the office heart and soul, and the schools were never more flourishing than during his two terms of office, from 1891 to 1895.

It may be asked, "How could a blind man do this?" Of course, he did not actually do all the work himself; but his ability to select those best fitted to carry out his plans shows his talent of supervision. It is not he who can do most with his own hands, but he who can best direct the labors of others, that makes the best Superintendent.

We have enumerated some of the most prominent features of the administration. There were others not mentioned here that contributed not a little in making his career as a County Superintendent eminently successful.

PROF. G. R. McGEE.

Parents: Robert E. Baker, of Tennessee, and Sarah J. Pate, of Kentucky. I was born April 6, 1867, contracted a case of sore eyes the second summer, which deprived me of an early education, and finally resulted in the total loss of my sight, January, 1883.

The sixteenth summer found me mentally and physically blind, full of ambition, without hope. Soon, however, through my friend, Dr. Fullerton, I learned of the Tennessee School for the Blind. Then hope returned to cheer ambition. I entered the Tennessee School for the Blind September 12, 1883, and graduated June 4, 1889. My father died soon after I entered



GRADUATES, 1898.

MISS ANNIE PAYNE.

MISS ARTIE ADKINS.

THOS. PARKS.

HEWETT P. GATES.

school, and my mother soon after my graduation, leaving two brothers and a sister to my care. During 1890 I managed our farm so as to make a comfortable living. I did no small part of the general work with my own hands.

In January, 1891, the realization of my aspirations began. I was elected County Superintendent of Public Instruction for a term of two years, and was re-elected in 1893. I labored faithfully for the cause of education. As to results, I leave to a more competent judge, Prof. G. R. McGee, who is well known to educators of Tennessee. I was defeated in 1895, and was compelled to seek a livelihood in another direction. I sold books for a few months, and then went to manufacturing brooms, which is still my chief occupation.

During the last six years I have done repairing and tuning of pianos, and have had from one to seven music pupils, yet have made no special solicitation for either. My income for the past eight years will average \$400 a year. I gave my sister the advantage of an education, and aided others in various ways.

Last year I married Mrs. Lula Gibson, of Gallatin, Tenn., and settled on a small farm near Trenton. We are happy and hopeful. I have not mentioned the fact that I have been the head of a household five years out of the eight, four with my sisters and brothers. I boarded three years, paying an average of \$120 yearly.

I have always tried to prove by my conduct the deep gratitude I feel toward our noble State for my education. J. MURRAY BAKER.

April 4, 1898.

NICHOLASVILLE, KY., March 1, 1898.

DEAR MR. ARMSTRONG—Your letter of inquiry in regard to my work since I have been out of school has been received. To-night I can think of ninety-eight pupils to whom I have given private lessons at some time during the three years I have been out of school. I taught in Pulaski until Christmas in 1895, when I went to Hopkinsville, Ky. Then the two years since I have been engaged for ten months sessions.

I have taught music, both vocal and instrumental, but vocal principally; elocution, and had one class in Greek. I have recently trained a boy of thirteen years on a recitation which won for him the prize over all the public schools in the county, and this is one of the best counties of the State. This led a number of people to make me a proposition for a Saturday class in the country. I told them if they would pay me fifteen dollars a month, furnish me conveyance to and from the class, I would drill them for two hours every Saturday morning. They seemed confident that my terms would be accepted, and said they would make me a final report.

Your pupil, EMMA BOYD.

I left the Tennessee School for the Blind in the year 1890. There I studied both music and literary. I have been teaching both instrumental and vocal music, and have been able to get work from the best of families

in the city. I have aided in giving and getting up concerts. I have made an average of twenty and twenty-five dollars a month. I have never been without a pupil.

ROSA GREENE.

Nashville.

MORRISTOWN, TENN., March 1, 1898.

Mr. J. V. Armstrong:

DEAR SIR—In reply to your inquiries regarding my work since I left school, I will submit the following:

I was born in Chattam County, North Carolina, in 1844—was the son of Herbert and Ferraby Cooper, both of North Carolina. My parents moved from North Carolina to Tennessee in 1846, and settled in what is now known as Hamblin County, once Grainger. I resided in this county until the year 1862, at which time I entered the Confederate army as a private soldier, in Company H, Sixtieth Tennessee Infantry, and served in that capacity until 1864, when, from sore eyes and exposure, I lost my sight, and have been totally blind ever since.

My parents being very poor, I had no means of support, and made repeated efforts to get into the Tennessee School for the Blind, in order that I might be better prepared for an occupation by which I could make my living, but failed to get admittance until my Captain, J. C. Hodges, was elected as Senator from this district to the Legislature. I left the school in '79-80. I have taught both vocal and instrumental music. I have had classes in vocal music in the counties of Hamblen, Jefferson, Sevier, Grainger, Hawkins, Greene, and Cocke. I have also taught a number of pupils on the piano and organ. Many of the pupils are now leading the singing in the church services and Sunday-schools in the counties aforesaid, and several of them are now teaching music classes. As I never received any stipulated salary I can not estimate correctly what I have earned yearly, but I have been able to support myself and help my mother, who is still living, my father having been dead for several years. I am now worth about \$3,000. I am a member of the Missionary Baptist Church. In addition to benefiting my pupils I have contributed of my means for the building of churches, missions, colleges, and schools, and I hope the Lord has blessed the means thus contributed to the good of some poor mortal.

I feel that whatever success I have had in my undertakings in life is due largely to your words of encouragement, to your counsel and advice and instruction as a teacher, for which I shall ever feel grateful.

With best wishes for your future success, I have the honor of subscribing myself,

Yours truly, T. J. COOPER.

WINCHESTER, TENN., April 22, 1898.

In response to your circular letter received some time ago asking for information concerning my life, record, earnings, etc., since I graduated from the Tennessee School for the Blind, it gives me pleasure to answer briefly, as follows: I entered the Tennessee School for the Blind January 15, 1879, at the age of seven and one-half years, and attended regularly every

session until June 3, 1890, when I graduated both in the literary and musical departments, having taken a full course in each. I am glad to say that since that time I have never been without employment. In the fall of 1890 I was elected assistant music teacher of the Arkansas School for the Blind, at the small salary of \$100 a year and my board and washing, but before the close of the session this salary was increased to \$150. I held the above-named position three years, my salary being raised to \$200 the second year, and \$250 the third year, board included. In the summer of 1893 I settled in Winchester, Tenn., my old home, at which place I gave instructions in music, and also worked as local agent for the Jesse French Piano and Organ Company until August, 1895, during which time I earned about \$300 per annum, having supported my widowed mother and assisted largely in maintaining two brothers that were yet in school. I received an appointment as instructor in music in the school in Mulberry, Tenn., in August, 1895, where I remained until January, 1897, during which time I still acted in the capacity of local agent for the Jesse French Piano and Organ Company, at an average income of about \$450 a year. At the beginning of 1897 I began working regularly with the Jesse French Piano and Organ Company, having represented them at their exhibit at the Centennial Exposition in Nashville. Since I began work for them I have earned about \$750, and am now representing them as traveling salesman in Tennessee, south and east of Nashville, at a comfortable salary and expenses paid, and pardon me if I add just here, that as much is expected of me by my employers as of my sighted contemporaries and competitors. Summing up what I have earned in the past eight years I find that I have averaged \$375 per annum, and computing the value of my education to me in actual figures, with the above average, at an interest of six per cent, I find that it is equal to an average principal of about \$6,300, to say nothing of the personal satisfaction and pleasure which I have derived from the knowledge of the fact that, although sightless, I am not dependent on the charity of the world for support. I sometimes stop and shudder when I ask myself the question, "Where would I have been, or what would I have done had it not been for the providence of the Almighty God having put into the hearts of the tax-payers and magnanimous men of the State to establish a school for the education of the blind, which I esteem a great privilege to call my alma mater?" I can not, and must not forget, however, before closing, to add that, in addition to having received the benefits to be derived from the institution, I could never have succeeded as I have had it not been for the splendid musical instruction and fatherly advice which I constantly received at your hands. In closing I will say, that I would not only advise, but also implore, all parents having blind children, without delay, to commit the training of them to your care, feeling sure that if your wise instructions are accepted and followed that in years to come they will have become useful men and women, an honor to this State, and a pride to the tax-payers of the same. With many and fervent prayers for the success of the institution, I beg leave to sign,

D. M. COLEMAN.

Mr. J. V. Armstrong:

DEAR SIR—Mr. D. M. Coleman, a graduate of your institution, has been in our employ for something over a year, and is fully capable, although totally blind, of performing his duties as well as any man in our employ. He travels in all parts of the country, selling goods, without an escort, and is one of the most successful men we have. The most wonderful part of it is his faculty for remembering, being able to remember every instrument he has sold. We think a great deal of Mr. Coleman, and he is certainly a credit to your institution.

Very respectfully,

ERNEST E. SMITH,
Manager.



GRADUATES OF THE SCHOOL.

FELIX H. COLEMAN.

JAMES JOHNSON.

MISS ROSA GREENE.

D. M. COLEMAN.

WINCHESTER, TENN., May 20, 1898.

Prof. J. V. Armstrong, Nashville, Tenn.:

DEAR TEACHER—Having been asked some time ago to furnish you with some idea of what my work has been since I left school, I shall now endeavor to fulfill the promise I made you at the time.

I graduated in May, 1895, having taken a full course in both literary and music. At the time the state of my health was such that it was not thought advisable for me to start out in search of work; consequently my brother, who was teaching at home in Winchester, secured another position, kindly allowing me to take the work which he had. I then had eight pupils and a brass band, both of which paid me about \$35 per month. Since then my

class has gradually increased, and I now have twenty-eight pupils, paying me \$80 a month, and a brass band at a salary of \$10 per month. Last term my class was too large for me to manage alone, hence the necessity of employing an assistant.

The success which has attended my efforts since leaving school is due entirely to the training which I received at the Tennessee School for the Blind. Without this, I would not only be unable to make my support, but would be dependent upon my widowed mother, who has worked night and day to send me to school in her declining years. This is merely the practical side of the question, to say nothing of the benefit from a social standpoint derived from an education, as well as the pleasure of possessing such a blessing.

My work has on the average made me from \$400 to \$450 per year, and should no reverses attend me it will be much larger hereafter.

My debt of gratitude to the school is unbounded, and I owe all that I am and all that I hope to be to the training I received there.

I am under an equally large obligation to you and your sainted wife, who, at my first entrance into the school at a very tender age, took charge of me as if though I had been your own son; and had it not been for the fatherly and motherly advice received at your hands during the years of my preparation for active life, I should have fallen far short of the success that has attended me since.

With you as Superintendent, what possibilities are too high and what future too bright for the school to receive!

May success abundantly crown your untiring efforts for the cause of the blind, and may God's richest blessings rest upon you and the school, is the fervent prayer of a devoted student.

TOM COLEMAN.

JACKSON, TENN., March 11, 1898.

Mr. J. V. Armstrong:

DEAR FRIEND—I owe much of my success in life to the Tennessee School for the Blind. I left school at sixteen years of age. I tried teaching seeing children, but made a failure of it, for my eyes were not strong enough at that time to bear the strain, but the fancy work which we were taught in the school enabled me to be of some help to my family.

In the year 1890 I entered the Nashville City Hospital Training School for Nurses. I graduated in April, 1892, and I have been practicing my profession ever since. I have made, on an average, fifty dollars a month and expenses. With the money I have earned I have educated two of my sisters, and helped my aged mother to be much more comfortable than she would have been without my help. I am more than thankful for all the school has done for me personally, for it has not only made me self-supporting, but has put me in a position where I can do a great deal of good. I love my profession, and am proud to be called a trained nurse. Anything that I can do for the school, or anything for anyone connected with it, will be a great pleasure to me.

CORA L. KIMBRO.

FEBRUARY 25, 1898.

Mr. J. V. Armstrong:

DEAR SIR—It affords me great pleasure to say that Miss Cora Kimbro is matron and head nurse at the Presbyterian Hospital and Sanitarium of this place. She took charge June 1, 1897. She has done a matchless piece of work. She is considered and is one of the best, if not the best, nurses in the South.

Miss Kimbro has skillfully handled every patient put in the hospital, and we have many. It is truly her calling, and she nobly performs her duty.

Yours,

M. A. MATTHEWS,

President of Presbyterian Hospital and Sanitarium.

T. J. JONES, M. D.,

Chairman of Staff.

ANTIOCH, TENN.

I left the Tennessee School for the Blind in June, 1879, at the age of eighteen, and soon after returning home was baptized into the fellowship of the Antioch Baptist Church. During the next four years I spoke frequently on religious topics, and occasionally delivered a sermon.

I have at different times sold books for several companies, and while I have not realized much from a pecuniary point of view, I have been the means of distributing valuable religious, political, literary, business, and medical works. I have made myself useful in many ways at home, and during the long illness preceding my mother's death I cared for her. I have always endeavored to instruct the ignorant, strengthen the weak, comfort the distressed, plead the cause of the oppressed, and make myself entertaining to young and old.

JOHN MINTON.

Whether ambition is a vice or a virtue, I admit that I have some of it in my disposition. When I left the school seven years ago I immediately began casting about for something to do. Instead of considering time so great a burden that it must be passed away, I consider it so precious a gift that it should be employed to the best advantage. So, I say, I immediately began to hunt work.

Long before I left school I had entertained the ambition to write an autobiography. This desire must have been due to a certain youthful importance. But be that as it may, however, as soon as I left school I began work on that autobiography. I am thankful to say that I soon saw the folly of the thing before it was too late, but not until the autobiography had been arranged word for word. Then I wrote a little effeminate story and sent it to a religious paper. When the story was not published I wondered, and decided that the world did not appreciate literary ability. For three years I struggled along in the same way, thinking that each story was best of all. I always blamed the publishers for all my ill success. Then I began writing for the Authors' Association. These people accepted the first manuscript I sent them. Since then I have been connected with press associations.

I have never done anything marvelous in the literary line, but let me humbly boast of having tried. I am a round or two nearer the top of the ladder than I was when I started, and if energy and resolution amount to anything I shall one day be nearer the top.

But how did I live all this time? There was no money in the manuscripts that were not published. I taught music during the day and wrote at night. I have never failed to get a reasonably good class when I wanted it, but have had some trouble in getting money from the persons whom I have taught.

I am happy to say that I am earning my daily bread, and possibly a little more. For this reason I say "all honor to the workers in the institution, all honor to the taxpayers, all honor to the organizers of our benevolent institution, all honor to the God who ordained and prospers them."

FRANK H. STRICKLAND.

CHATTANOOGA, TENN.

I have been greatly benefited by the school. Since I left the school I have been helping my mother with the household affairs. If I were compelled to make my own living, I could do so, with the ability and education that I received there.

LILLIE HINES.

SPRINGFIELD, TENN.,

March 11, 1898.

When asked how the school benefited me, I can say that the money expended for the education of the blind has been of great benefit to me. I have made my support nearly ever since I left school. I have been employed in all kinds of housework, and can cut out and make almost any garment. I have also tended the sick. I have also taught music. I have benefited my mother and sister, and also my brother until he was able to make his own support.

JULIA COPLIN.



MISS LILLIE HINES.

I was born in Henry County in 1870, near the village of Buchanan. I am the only son of William and Sarah Ann Forrest. When two years old I had a spell of fever, which resulted in total blindness. My father died a year later. At the age of thirteen I entered the School for the Blind at Nashville, where I received my education. My mother died in December, 1885, leaving me homeless and without means. While a pupil I managed to clothe myself and pay my fare over the road by doing little jobs of work assigned to me about the building.

In May, 1892, I left the school and returned to Henry County. I went to the house of my half brother to live until I could get something to do. I

at once made application to several of the schools for the blind for employment, but could find no opening of any kind. I went to the County Superintendent and passed the required examination, making a first-class certificate. After this I asked for the District Free School, but the Board of Directors were afraid I would find trouble in keeping order. If I had succeeded in my effort I had intended to make an assistant out of one of the pupils. I made myself useful about the house and farm, and in this way more than earned my board as long as I stayed with my people. That fall I distinguished myself as a farm hand. I could travel anywhere in the community alone, and would go about asking the farmers for work just as though I could see. I proved to them that I could do most any kind of work except plowing. During the first two years I did a variety of things, but made very little. I worked on the farm, traded, taught some private pupils, made brooms, etc.; in short, I earned my living.

In August, 1893, I had a spell of fever, and a period of bad health followed. In 1894 I managed to get money enough to buy me a broom-winder, but it was some time before I could get material to operate it.

In October, 1894, I announced myself as a candidate for County Superintendent of Henry County. I had seven opponents, two of whom were ladies. In January, 1895, I announced myself before the Court in a speech. I was defeated by a small majority, but was the second in the race. My friend, Mr. Baker, was defeated on the same day.

Later I learned through Mr. Baker that a large crop of broom-corn had been planted in Gibson County, and that we might be successful in joining in a broom factory. A trade was made by letter, and in July, 1895, I moved my tools to Trenton, where I am now. The new firm consisted of Baker, Wamble, and Forest, each equal partners. The firm was known as the Shanghai Broom Company. Baker was general manager, I was traveling salesman, and Wamble was foreman. We went to work with energy, for we realized that we had heavy expenses to meet. We had to make our board and rent and to struggle with great competition and low prices, pay traveling expenses, and buy materials. Mr. Wamble, after a short time, withdrew, and we bought his part of the shop. We hired some help. The first year we succeeded in making and selling over one thousand dollars' worth of brooms. I proved to be an expert salesman. I spent about half of my time on the road, and the remainder in doing any kind of work in the shop that was to be done. I succeeded in scattering our goods in every town and village in West Tennessee and some points in Kentucky. Our brooms became very popular. The margin on broom business is small, though if a man can arrange so as not to be at much expense, he can make a living at it. We continued partners for nearly two years. Last spring we thought it best to separate, so in April we dissolved partnership, and I sold my interest to Mr. Baker.

I opened a confectionery and notion stand, in which I am now engaged, and in which I have succeeded fairly well. I own the little house I do business in, and have on hand about seventy-five dollars' worth of stock. I owe nothing but what I can pay and have a little left. I am noted for my promptness in attending to business and meeting my contracts. I have a

very nice little trade, considering the competition by which I am surrounded, though it is not as good as it should be. My average cash sales per month are about \$80. I do all my own work, except on busy days I have a boy to help me. I can wait on my customers with such accuracy that often strangers do not detect my blindness. I pay \$8 a month for my board. I have been at the same place for over two years, and have never fallen behind with my board. I will remain in my present situation until I can do better. I close my report with regret that I have not a better one to make. I have never depended on my people or my friends for a living.

HENRY M. FORREST.

NASHVILLE, TENN., June 16, 1898.

Mr. J. V. Armstrong, Nashville, Tenn.:

DEAR SIR—I received your kind letter, and was glad to hear from you. Was sorry to hear of the death of your wife. I always thought a great deal of her. She was one of my teachers when I entered school last. She has paid the debt we all have to pay sooner or later.

I ought to have answered your letter before now, but kept putting it off. You said you wanted me to answer your letter fully, so I will do the best I can about it.

I do not remember the date exactly when I entered school, but I believe it was along about '56 or '57. I ought to have entered before then, but my parents and myself were very anxious about my sight, until we found it was all in vain. Then I thought I would go to school. I was getting a very pretty start in school when the war came up. I never entered school any more until a good bit after the war. A short time after I entered school Mr. Sturtevant told me the Trustees said I was older than they wanted to keep in school. But he always seemed to take a great deal of interest in me, and told me he could get me in the broom shop to learn a trade. I told him all right, I was willing to learn anything that was honorable to make a living. I think what I learned in school was a great advantage to me in the way of making a living.

You said you would like to know what we had been following since we left school, and what we had accumulated.

I have followed various things since I left school, sometimes working at the broom trade, caning chairs, etc. I believe the easiest money I ever made was in buying young mules and raising and selling them; at least I like to follow it best of anything. Some times I would have three or four colts at a time. My readers may want to know how a blind man tends to mule colts. I had a bell on each one of them, and when they would come up to be turned in I would know them all by their bells. Before I turned them in the barn I would go in and fix their feed like I wanted it, and then I would turn them in. When I had to go in the barn where they were I would have a long switch that I would put in before me before going in. After I got in the mule trade I took a pride in having mine look as well as any one else's. I got so I liked to deal in horses and mules more than anything else.



GRADUATES OF THE SCHOOL.

MISS PEARL LEE KING.
MISS JULIA COPLIN.

MISS SUE KILLEBREW.
T. J. COOPER.

H. N. FORREST.
C. S. WEAVER.

After the men had traded in horses they would come and banter me to swap. I would tell them I would rather sell than to swap. They would want to know if I was afraid to swap. I told them I was not, so I tried that part of it. Swapped a good many times before I quit handling stock. I never made but one swap that I felt anyways licked in.

I have just quit dealing in stock now, and rent my farm and house-lot out, and board with the man I rent my house to. I don't work at anything now only my trade.

My father died in '86, and left me about fourteen hundred dollars. Mother and myself kept house alone nearly thirteen years, so that kept me very closely confined about home. Mother died in '96.

I reckon, as near as I can guess at it now, I am worth about three thousand dollars.

I will be glad to hear from you and your school most any time. I thought I would have come out to the school the night of the close, but was not very well, and had an opportunity of coming right away afterwards. I remain as ever, your friend,

J. H. HOOPER.

CHATTANOOGA, TENN., June 24, 1898.

Mr. J. V. Armstrong, Nashville, Tenn.:

DEAR SIR—I received your letter some time ago and will proceed to give you a brief sketch of my life since leaving school. I am glad that I can truly say I have been self-supporting ever since I left the institution, and I feel that it is largely due to the training I received while in the Tennessee School for the Blind. On leaving school I went to work immediately at the broom business, at Bellbuckle, and turned out an average of from ten to fifteen dozen brooms per week. After about five years I opened a large shop at Chattanooga, Tenn. We got out from seventy-five to one hundred dozen brooms per week. My father died five years after I left Nashville, and since that time I have taken an equal part with my brother in supporting the family. During all this time I have been able to accomplish something else, by trading. At present I spend my time drumming up my goods, while the shop is left in charge of the foreman. I have always had plenty of friends wherever I have worked, and believe I have the thorough confidence of the best class of merchants, for they continue to patronize me, after I have secured their trade.

I desire here to thank the managers of the school for what they have done for me, and I shall always take the greatest pleasure in recommending the School for the Blind to every one who needs its benefits.

Yours very truly,

JAMES E. JOHNSON.

SPRING CREEK, TENN., June 28, 1898.

I graduated in May, 1895, having taken a Grammar School Course at the Blind School. The work shop engaged me principally, as I am somewhat mechanical, and have good use of my hands. I was appointed instructor of

handicraft in the institution, September 23d, of the same year. I have made between six and seven hundred dollars at present writing. I have aided some in my community who are desirous of an education and are unable to procure it. Thanks be to God for the Tennessee School for the Blind.

SAM H. GILL.

NASHVILLE, TENN., July 11, 1898.

I lost my eyesight at the age of seven years through a spell of measles. Through the instrumentality of Mr. J. M. Sturtevant I entered the Tennessee School for the Blind at nine years of age. My first years in school were irregular, on account of sickness and a stay in New York for treatment of my eyes. For the remaining portion of my school-life my attendance was more regular.

After Mr. Sturtevant's death I remained in school under Mr. Bigelow's superintendency. Until that time the school was not graded. Mr. Bigelow first adopted the graded system.

The next Superintendent was Mr. S. A. Link, under whom I graduated in the Grammar Department and received a medal in music. I being the first graduate of the school and the only member of the class of '88, my diploma was not given me till '89, with a class of seven graduates. Prof. Armstrong was my music teacher, and I feel had it not been for the kindness and encouragement of himself and wife, I should not have succeeded so well.

The summer after graduating I started a subscription school, which continued three months; then secured a music class of a few pupils, which increased to twenty. My family then moved to White Bluff, Dickson County, I remaining in Nashville in charge of my music class, in connection with which I had a small class at White Bluff. I then taught in Robertson County five months for a salary of twenty dollars per month and board. While there was elected organist and leader of choir in Bethlehem Baptist Church. Returned home, started a class, teaching two years. Again taught at White Bluff for six months at a salary of twenty-five dollars per month and board. I am now teaching at home, am urged to return to White Bluff, but prefer remaining at home on account of my mother's health. Was offered a position in a school at Van Couver, Washington, to act as first assistant and introduce the blind system. At the age of fifteen became a member of the Third Baptist Church of Nashville, under Rev. L. B. Fish, and have been active in church and Sunday-school work since. I am now teaching a class in the Third Baptist Sunday-school, also a class at the State Penitentiary. Had it not been for the Tennessee School for the Blind all these blessings would have been denied me, aside from the pleasure of doing some good for others. I have been able to sustain myself, and have not been a burden to my widowed mother.

I have, and always shall, work for the interest of the school. Among those for whom I have secured entrance are—Susie Caine, Katie Bennett, Lula Echardt, and others.

My mother's prayers and best wishes are for the upbuilding of the school, and she thinks it a blessing to all who come under its influence.

Respectfully,

MAY CUTLER.

I think it proper to mention the names of some successful graduates from whom I have not had, as yet, any reply to my letter:

F. S. Hall, Orlando, Fla.; J. F. Hanks, Denison, Texas; Miss Onie Kyle, Huntingdon, Tenn.; Miss Austa Daniels, Williamson County, Tennessee, successful music teachers.

Miss Lunie Simms, Shelbyville, Tenn.; Mrs. Gregory Ralston, Eagleville, Tenn.; Miss Luetta Thomas, Austin, Texas, successful school teachers.

Mr. Harsh, Memphis, proprietor and manager of a large furniture store.

Mr. Howard, near Nashville, proprietor and manager of a large, well-conducted farm.

Mr. Fred Daniel, and Mr. Elsworth Daniel, also successful farmers of Williamson County, Tennessee.

Mr. Love, Johnson City, and Mr. Hensley, Dickson, Tenn., editors.

Mr. E. C. Scruggs, a successful real estate operator of Nashville, who has accumulated very close to \$100,000.

Mr. Guy Francis, who entered the school at eight years of age and graduated at eighteen, with honors, was appointed teacher in the Musical Department the following session, filling the position with credit, and giving entire satisfaction by his earnest and close attention to duty.

A Circular Letter.

Following is a copy of a circular letter describing the school building, and setting forth the objects and requirements of the same; also how and to whom application should be made for admission.

DEAR SIR—The Fifty-fourth Session of the Tennessee School for the Blind commences September 1, 1897. This is one of the best appointed schools of its kind in the United States. It is situated in the city of Nashville, on the west bank of the Cumberland, amidst beautiful, spacious, and well-kept grounds. It contains one hundred rooms, and is heated by steam, lighted by gas, and in short has all the appliances and conveniences of a first-class boarding school. There are no open fireplaces, no grates nor stoves, and when candles are used by teachers or servants they are placed in lanterns. There is both a day and a night watchman, and every possible precaution is taken for the safety of the building and the occupants. The Board of Trustees require the officers and teachers to devote their entire

time to the school work, and to make every effort in their power to promote its advancement and extend its usefulness, and also insist that the moral, mental, and physical training of the students shall be systematic and thorough, and that the curriculum be kept fully abreast with the most advanced thought of the day. It is a State institution, a part of the public school system, and therefore offers to every blind child in the State of Tennessee, between the ages of seven and seventeen years, an opportunity to procure an education as good, and in every respect as complete, as that received by their more fortunate brothers and sisters. To this is added a most excellent training in both vocal and instrumental music. Its splendid choir and band have gained no small recognition from the public, its friends and patrons.

Girls are taught to sew by hand, to manage a sewing machine, to cut and fit dresses, bead work, knitting, and crocheting, while the boys are taught piano-tuning, broom-making, mattress-making, and chair-caning. All this, with board, washing, and medical attention, is absolutely free, parents or guardians incurring only the trifling expense of transportation to and from the school, and furnishing suitable clothing.

Believing that all good men and women in the land desire to help the unfortunate, I have felt that by addressing you the blind children in your neighborhood would be sought out, and their parents persuaded to at once make application for their admission, knowing by long experience that an education to the blind means independence and respectability, and the want of it dependence and ultimately the poor-house. The applicant must be sound in mind, moral in character, free from epilepsy and all contagious diseases, and unable to attend the ordinary school. A doctor's certificate to this effect should always accompany the application.

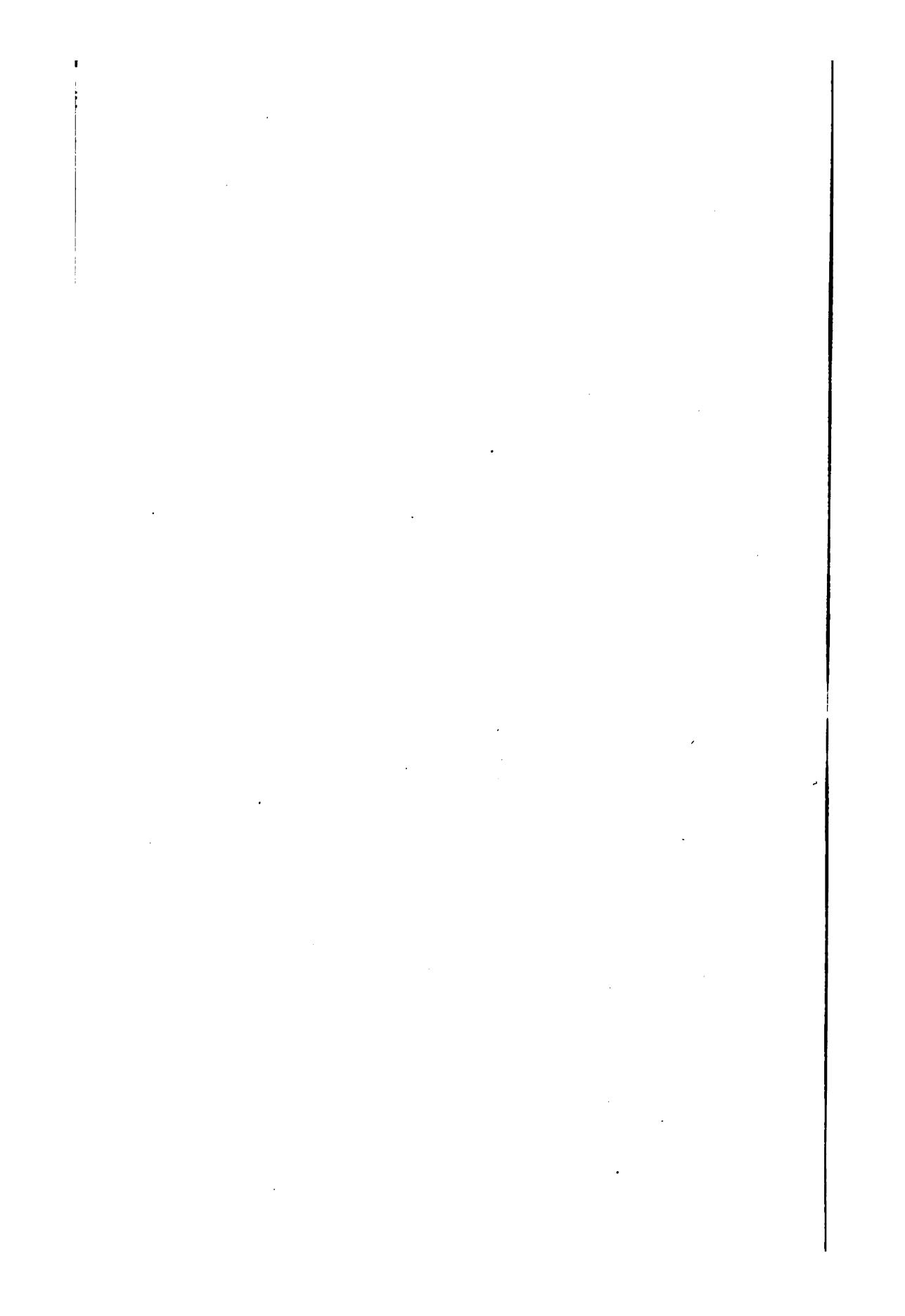
All communications should be addressed to the Superintendent.

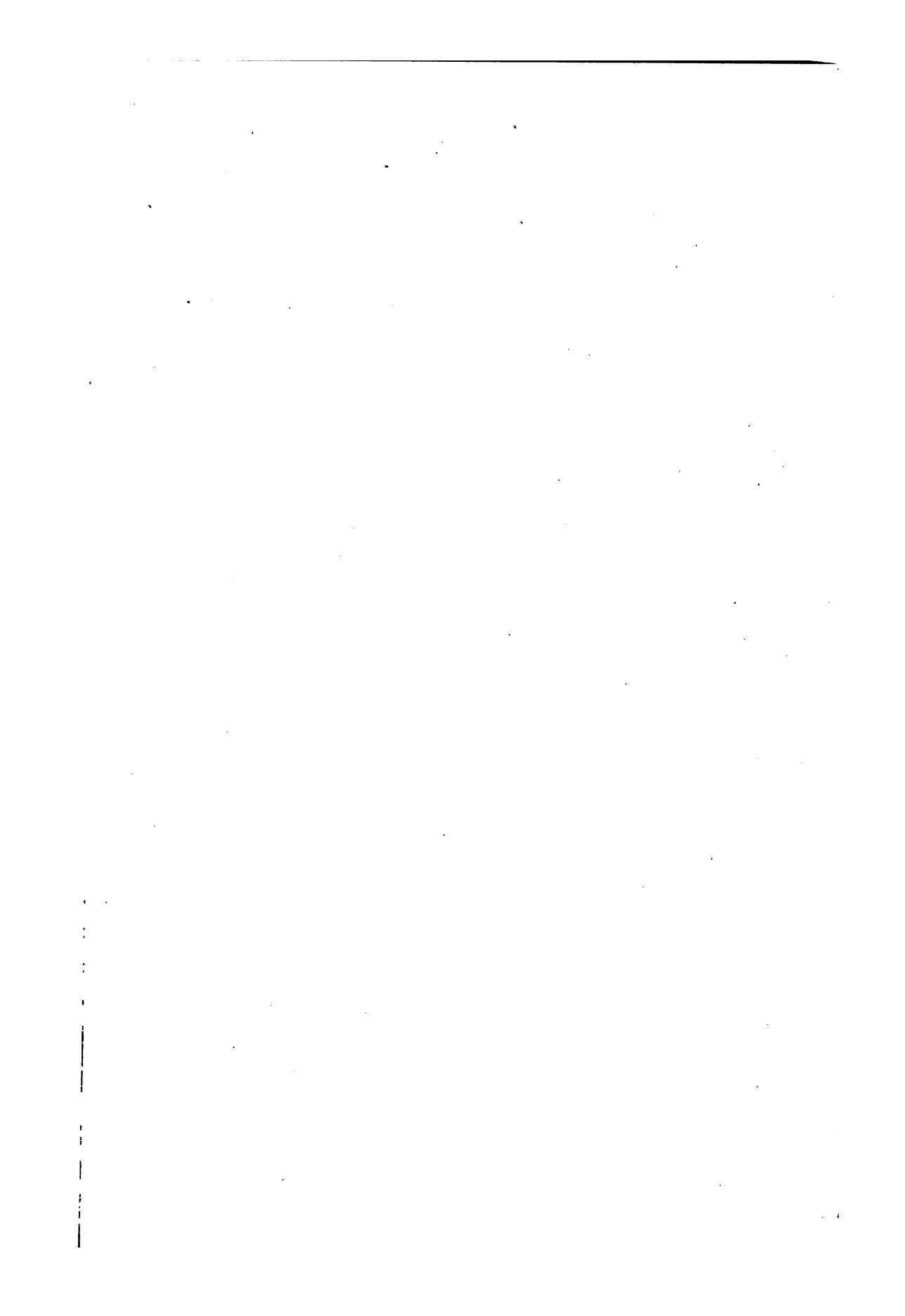
Trusting that you will do all in your power to help us reach these poor children, I have the honor to remain,

Your most obedient servant,

J. V. ARMSTRONG,

Superintendent.





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